DOCUMENT RESUME

ED 245 799 PS 014 333

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TITLE Do High Quality Children's Centers Share Characteristics of Effective Schools? A Description of Four High Quality Children's Centers. Evaluation Report No. 438.
INSTITUTION Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE Aug 83
NOTE 108p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Comparative Analysis; *Early Childhood Education; *Educational Quality; *Elementary Schools; *Institutional Characteristics; Kindergarten; Preschool Education; Primary Education; Program Evaluation; Questionnaires; *School Effectiveness
IDENTIFIERS *Los Angeles Unified School District CA

ABSTRACT

A study was conducted to determine whether five factors characteristic of effective elementary schools were also characteristic of four high quality children's centers in the Los Angeles Unified School District. Investigation also attempted to ascertain how the factors were operationalized at these centers. Specifically, the five factors were (1) an instructional emphasis on basic skills; (2) ongoing diagnosis and assessment of pupil progress; (3) strong administrative leadership; (4) a safe, orderly school climate conducive to instruction; and (5) high teacher expectations for pupil achievement. Data collection took place over a period of 10 weeks and included questionnaires, interviews, reviews of records, and observations. It was found that the five factors identified as being characteristic of effective schools also seemed to be present at the children's centers. The factors were found to have been operationalized in numerous ways; some were common to three or four centers, while others were unique to one or two. A variety of specific organizational and instructional practices were related to the five factors and seemed to contribute to the quality of centers. (Effective school practices are listed, and related materials, including several measures used in the study, are appended.) (RH)

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DO HIGH QUALITY CHILDREN'S CENTERS SHARE CHARACTERISTICS OF EFFECTIVE SCHOOLS?

A DESCRIPTION OF FOUR HIGH QUALITY CHILDREN'S CENTERS

EVALUATION REPORT NO. 438

PS 014333

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RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

DO HIGH QUALITY CHILDREN'S CENTERS SHARE CHARACTERISTICS OF EFFECTIVE SCHOOLS?

A Description of Four High Quality Children's Centers

August 1983

Evaluation Report No. 438

One in a series of reports completed
for the
Child Development Division

LOS ANGELES UNIFIED SCHOOL DISTRICT

HARRY HANDLER

SUPERINTENDENT

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Abstract

Recent research has found that schools which are effective in teaching basic skills to poor and minority children exhibit certain characteristics which less effective schools do not exhibit or exhibit to a lesser extent. Ron Edmonds, who did much research on identifying and describing effective schools, concluded that there are five factors which are characteristic of effective schools:

1. An instructional emphasis on basic skills
2. Ongoing diagnosis and assessment of pupil progress
3. Strong administrative leadership
4. A safe, orderly school climate conducive to instruction
5. High teacher expectations for pupil achievement

The purpose of this study was to determine if these five factors are characteristic of high quality Children's Centers in the Los Angeles Unified School District and to find out how the factors are operationalized at these centers.

Four high quality Children's Centers were investigated. Data collection took place over a period of ten weeks and included questionnaires, interviews, record reviews, and observations. It was found that the five factors identified by Edmonds as characteristic of effective schools also seem to be characteristic of high quality Children's Centers. The factors are operationalized in numerous ways, some common to three or four centers, others unique to one or two centers. A variety of specific organizational and instructional practices were found, related to Edmonds' five factors, which seem to contribute to Children's Center quality. These "promising practices" are listed below. It is recommended that this list of "promising practices" be distributed to all center staffs, and that center staffs consider

implementing those practices which they feel will promote program quality at their centers.

Instructional Emphasis on Basic Skills

1. Use two lesson plan forms: one for learning centers and another for small group lessons. Both should have a space for writing the objective of the lesson or activity.

2. Place newly enrolled children in the same group with a teacher skilled in helping children adjust to their new environment. As the children become accustomed to the center, they can be moved to other groups. (This should be done only if there is a strong teacher who would always like to have new children in his/her group.)

3. Develop sets of small group lessons in different skill areas, focusing on various objectives, and circulate them for use throughout the center. (A different set may need to be developed for the school-age program.) This would provide some curricular uniformity as all children in the center would receive all lessons in a set. It may also provide more teacher planning and preparation time since the sets are prepared ahead of time with the help of all staff members. This practice could also ensure that the lessons taught are directly related to the objectives in use at the center.

4. Schedule daily small group lessons in the afternoon. The lessons should be planned ahead of time and focus on basic skill objectives. This provides the afternoon staff with an opportunity to work with children in small groups.

5. Group school-age children by reading ability (or by ability in mathematics, language, writing, etc.) and have some time three or four days per week for small group reading with a teacher or an aide. Use books other than the children's elementary school text books.

Ongoing Diagnosis and Assessment of Children's Progress

1. Use every fifth week for reviewing and assessing children's progress on the skills and objectives covered during the preceeding four weeks. Teachers and aides can test individual children's abilities to do various tasks. The results can be recorded and then used to decide what skills need to be reviewed in subsequent weeks.

2. Implement a uniform, center-wide record-keeping system for children's assessment data, and ensure that the records are maintained. Such a system might include a form on which assessment data are to be entered two times per year (such as the Division's new "Preschool Essential Skills List" which includes

space for entering assessment data) as well as a form on which data are recorded from more frequent assessments and which can be used for weekly planning.

3. Schedule regular parent-teacher conferences at least three times per year to discuss children's progress with parents.

Administrative Leadership

1. Ask teachers to submit their lesson plans for the following week to the supervisor for review. This is a quick and easy way for supervisors to provide instructional supervision.

2. Schedule general staff meetings at least once per month. Staff meetings give teachers and aides the opportunity to provide input in administrative and curricular matters. The meetings afford supervisors an opportunity to communicate center policies, regulations, and procedures, and staff responsibilities and duties. Type and distribute minutes of the staff meetings so that all staff members can be aware of what transpires in the meetings.

3. Write and distribute newsletters to staff and parents. Staff, and even school-age children, can contribute to the production of the parent newsletter.

4. Schedule staff development sessions organized and conducted by various staff members. This allows for staff input in curricular and instructional matters and provides teachers with the opportunity to share their special skills and interests. Schedule the sessions so that all staff members can participate.

5. Schedule weekly team planning meetings where all available staff in one room discuss plans and responsibilities for the following week. A weekly planning meeting for staff in all three rooms, or in both preschool rooms, might also be helpful in providing instructional coordination between rooms.

6. Organize an articulation meeting in June or September where Children's Center teachers and kindergarten teachers discuss the incoming kindergarten children who have been in the center.

Center Climate

1. Establish a "Parent Watch" program. Provide parents who live near the center with the phone numbers of school security, the police department, the fire department, and perhaps the supervisor or a staff member who has keys and lives close to the center. Encourage the parents to keep an eye on the center and recognize them in some way for their help.

2. Schedule three or four center cleaning days throughout the year. Staff members, children, and even parents can participate in

cleaning out closets, repairing damaged materials and equipment, organizing cupboards, washing toys, etc.

3. Provide teachers and aides the opportunity to meet and discuss any problems or concerns when they feel it is necessary. The supervisor may or may not be invited to these "rap sessions." They can enhance staff morale by allowing teachers and aides to air their concerns and resolve them together in an informal manner.

4. Select two or three children, staff members, and parents and honor them as, for example, "Staff Members of the Month." A photograph and short biographical sketch of each can be displayed during the month in the rooms, hallway, or lounge.

Teacher Expectations

No specific practices were found at the centers studied which would promote high teacher expectations of children's achievement. This factor seems to relate more to personal attitudes. One suggestion, however, might be to familiarize staff members with some of the findings of the effective schools research. Simply learning, or being reminded, that there are schools in which poor and minority children master the basic skills might change some staff members' feelings about the relationship between home background and achievement and lead to higher expectations of all children.

Program Characteristics

The Child Development Division of the Los Angeles Unified School District operates 90 Children's Centers. Eighty-six centers serve both preschool and school-age children, two serve only preschool children, and two serve only school-age children. The centers provide care and instruction to more than 10,000 children whose ages range from two through twelve years.

Centers are typically open from 6:00 a.m. to 6:00 p.m., Monday through Friday. Center enrollments vary from approximately 30 children at one center to more than 200 children at another. Most centers serve about 130 children. A center's staff consists of a center supervisor, teachers, educational aides, and a senior clerk-typist. Most centers also have a cook, housekeeper, kitchen helper, and custodian. Mental health, audiometric, dental, and nursing services are also available to children in attendance.

Two programs operate in Children's Centers: the Children's Center Program and the State Preschool Program. Both programs serve low income families and operate under guidelines developed by the State Department of Education's Office of Child Development.

The Children's Center Program accommodates children, ages two through twelve, whose parents are unable to provide supervision during all or part of the day because of employment, job training, or physical disability. Services are also provided to children who have been victims of abuse or neglect and whose need for protective services has been established by the County Welfare Department or another social, medical, or legal agency. According to the State's Child Development Program

Guidelines (1982a, p. 1), the program serves two purposes:

1. to provide a safe, healthful environment conducive to the development and growth of young children, and

2. to provide parents with the opportunity to support their families through employment or to prepare for employment.

Components of the program include supervision, instruction and other educational experiences, health services, parent education, staff development, nutrition services, and social services.

The State Preschool Program is available in 39 Children's Centers and serves over 800 children. It is a part-day program for children of ages three years, nine months to four years, nine months. At least one of the child's parents is expected to participate in classroom activities. The two basic goals of this program, as stated in the State's Preschool Program Guidelines (1982b, p. 3), are:

1. to support the optimal development of each child, and

2. to increase parents' understanding and knowledge of child growth and development.

Program components are the same as those of the Children's Center Program, and children in both programs are mingled.

There are typically three classrooms at a Children's Center. Two are used for preschool children, and one is used for school-age children. Kindergarten children are usually mingled with the preschool children. Although teachers may work in more than one room, they are generally assigned to one room. Thus, preschool teachers are those assigned primarily to the preschool rooms and school-age teachers are those assigned primarily to the school-age rooms. They will be referred to as such in this report.

Purpose of the Study

A number of research and evaluation studies have shown that preschool education and day care programs can be effective in increasing children's chances of success in later years. Research on the Perry Preschool Program, a project of the High/Scope Educational Research Foundation (1982), found that program participants, compared to nonparticipants, are more likely to finish high school, attend college or job training courses, be currently employed, and support themselves completely by their own (or spouse's) earnings. Program participants spend fewer years in special education programs and are less likely to have been arrested by age 19 than nonparticipants. Lazar and Darlington (1982), in their follow-up study of 12 previously conducted studies, found that children who had participated in early education programs were less likely to be placed in special education programs and to be retained in grade than nonparticipants. They also found that early childhood education programs produced increases in I.Q. scores that lasted for several years.

Less work has been done, however, on the specific organizational and instructional practices in preschool education and day care programs which produce these positive results. Ruopp et al. (1979) found that smaller group size is consistently associated with better care, more socially active children, and higher gains on developmental tests. They also found that caregivers with education and training relevant to young children deliver better care with somewhat superior developmental effects than caregivers without such education and training. Few other studies, however, address the effects of specific practices on outcome measures.

The purpose of this study was to find organizational and instructional practices in high quality Children's Centers which may

be partial determinants of their quality. The recent work on identifying and describing the characteristics of effective schools, especially that by Ron Edmonds, serves as the theoretical framework for this study. Ron Edmonds (1981b) identified five factors as "the most tangible and indispensable characteristics of effective schools" (p. 11):

1. Instructional emphasis on basic skills,
2. Ongoing diagnosis and assessment of pupil progress,
3. Strong administrative leadership,
4. A safe, orderly school climate, conducive to instruction, and
5. High teacher expectations for pupil achievement.

The questions to be addressed in this study were:

1. To what extent are these five factors found in high quality Children's Centers?
2. How are these factors operationalized in these centers? That is, what practices and procedures are used to implement the five factors?

An additional purpose of this study was to provide a description of high quality Children's Centers. Although much of the data presented are aggregated for the study centers as a group, many specific practices are described. It is hoped that such descriptions, as well as answers to the two study questions, will be useful to all centers working to improve their programs.

Overview of Effective Schools Literature

The recent research on effective schools is based on three assumptions:

1. Schools that are effective in teaching poor and minority children basic skills can be identified.
2. These schools exhibit certain characteristics which are under the control of the school.
3. The characteristics of successful schools can be used to improve unsuccessful schools.

The research follows from the conviction that the school is an appropriate level to focus educational reform efforts. It is an attempt to provide an alternative to Coleman et al. (1966), Jensen (1969), and other researchers who have concluded that differences among schools do not make much of a difference in the achievement of poor and minority children. In general, the research attempts to identify schools in which the achievement of students, especially poor and minority students, is at some reasonable level. The characteristics of such schools are then described with the assumption that these characteristics may be worthy of dissemination to less successful schools.

Ron Edmonds, of Michigan State University, did much work in this area (Edmonds, 1979a, 1979b, 1979c, 1981a, 1982; Edmonds & Frederiksen, 1978). He concluded that there are five factors which are characteristic of effective schools:

1. Instructional emphasis on basic skills,
2. Ongoing diagnosis and assessment of pupil progress,
3. Strong administrative leadership,
4. A safe, orderly school climate, conducive to instruction, and
5. High teacher expectations for pupil achievement.

Each factor is described below.

1. Instructional emphasis on basic skills. At effective schools pupil acquisition of the basic skills takes precedence over all other school activities. When necessary, school resources are diverted from other activities to further this goal. This instructional focus is widely understood and accepted by school personnel and is reflected in:

   a. school-wide curriculum and specific instructional objectives,

   b. written lesson plans based on objectives,

   c. small group instruction in basic skills, and

   d. sufficient instructional materials.

2. Ongoing diagnosis and assessment of pupil progress. At effective schools pupil progress is frequently monitored through the use of standardized tests, criterion-referenced tests, and other assessment strategies. Some means exist by which the principal and the teachers remain constantly aware of pupil progress in relation to instructional objectives. The existence of this factor is refected in such things as:

   a. ongoing, individualized evaluation of pupil progress,

   b. school-wide record-keeping system,

   c. instructional use of pupil evaluation data, and

   d. frequent communication with parents regarding pupil progress.

3. Strong administrative leadership. The principal of an effective school exercises strong leadership as both the administrative

head of the school and as an instructional leader. As administrative head of the school, strong leadership is reflected in:

a. the establishment and communication of staff responsibilities and duties,

b. the communication of school policies, regulations, and procedures,

c. the establishment of effective lines of communication between the principal and the staff and parents,

d. provisions for staff input in administrative matters, and

e. the provision of sufficient instructional supplies and materials.

As instructional leader, the principal spends a lot of time in classrooms identifying and diagnosing instructional problems and offering alternative ways to solve the problems. Strong leadership in this role is evidenced by:

a. the establishment of school-wide instructional goals, practices, and curriculum,

b. provisions for staff input in curricular and instructional matters,

c. coordination of the instructional program,

d. provisions for in-service training, and

e. frequent and effective supervision of instruction.

4. A safe, orderly school climate conducive to instruction. At effective schools the atmosphere is orderly but not rigid, quiet but not oppressive, and generally conducive to the instructional business at hand. All teachers take responsibility for all students, at all times, everywhere in the school. This factor is reflected in a secure and well maintained physical environment

and in a positive school tone. The ingredients for a positive school tone include:

a. positive staff morale,

b. positive student attitude,

c. effective lines of communication among principal, staff, and parents, and

d. consensus regarding the goals of the school.

5. High teacher expectations for pupil achievement. At effective schools all children are expected to achieve mastery of the basic skills and none are allowed to fall below minimum standards of achievement. Teachers at effective schools believe that they are highly responsible for all children mastering basic skills. This is reflected in teacher attitudes as well as certain teacher behaviors such as providing equitable response opportunities to all children regardless of race, social class, or sex.

These five factors identified by Ron Edmonds provided the focus for this study. The reader will recall that the major questions to be addressed in this study were:

1. To what extent are Edmonds' five factors found in high quality Children's Centers?
2. How are the five factors operationalized in these centers?

Limitations of the Study

There are a number of limitations to this study which must be kept in mind. These limitations can be summarized under two categories: (1) limitations to the applicability of Edmonds' work to Children's Centers, and (2) methodological limitations.

Limitations to the Applicability of Edmonds' Work to Children's Centers

Most of the research on effective schools in general, and that by Edmonds specifically, has been done in elementary schools. There are three major differences between Children's Centers and elementary schools which had to be taken into account while designing this study and should be kept in mind by the reader when interpreting the results:

1. While it is argued that instruction in basic skills is of primary importance in elementary schools, it is only one of a number of important services provided by Children's Centers. Centers also provide health, social, and nutritional services, and the provision of these services is seen as a major purpose of the centers. Children's Center programs, then, are much broader than those of elementary schools.
2. To elementary school personnel the term "basic skills" generally means reading, mathematics, and language skills . These are not, however, the most emphasized areas of instruction in Children's Centers. This difference was discussed with Child Development Division administrators and curriculum advisors. It was agreed that, in Children's Centers, the skills most emphasized are in the areas of language, social-emotional development, and health/nutrition. These, then, are the "basic skills" for Children's Centers. While some aspects of these content areas can be taught

through direct instruction, other aspects are not taught but are encouraged and modeled throughout the day or whenever appropriate.

3. Children's Centers operate a preschool program and a school-age program. Although many of the same services are provided to children and families in both programs, the programs differ in terms of instruction. In the preschool room, teachers and aides provide direct instruction in various content areas to small groups of children. In the school-age program, however, teachers and aides complement the elementary school program through reinforcement and enrichment. Very little small group directed instruction takes place. Instead, the school-age children are provided with numerous activities, encouraged to make appropriate selections, and given assistance and guidance.

Methodological Limitations

There are two methodological limitations to the study which influence the validity of the conclusions:

1. Edmonds' research on effective schools is based on standardized achievement test scores. School effectiveness is defined in terms of test scores. No such outcome measures are readily available for assessing the effectiveness of a Children's Center. Therefore, this study had to rely on recommendations and one-day program reviews to determine effectiveness. These data are probably less valid and reliable than test score data.
2. Only centers perceived to be of high quality were included in this study. There was no contrastive analysis between these centers and centers of low quality. Therefore, it is not possible to conclude that the procedures and practices

implemented in these centers contribute to their high quality. It is not known the extent to which such practices are implemented in all Children's Centers. Nevertheless, the organizational and instructional practices at high quality centers are worth noting and describing.

Description of the Study

Sample

Four Children's Centers were selected to be in the study. The four centers were recommended by Child Development Division administrators as being high quality centers. To validate the administrators' recommendations, a full-day program quality review was conducted at each of the four recommended centers with assistance from a curriculum advisor from the Child Development Division . All centers scored highly on the quality review and were retained in the sample.

The four centers were:

- -Dolores Street Children's Center
- -Fair Avenue Children's Center
- -Glenfeliz Boulevard Children's Center
- -Westminster Avenue Children's Center

One center, Fair Avenue, has a State Preschool Program. A brief description of the centers is provided in Appendix A.

Instruments and Data Collection

A number of data collection instruments were developed for this study. Copies of the instruments can be found in Appendix B and the instruments and data collection procedures are described below.

Program quality review. The "Worksheet for Program Review" was developed to provide some indication of program quality at the four centers recommended by the Child Development Division. It was adapted from the California State Department of Education's Preschool Program Review (1981a) and Preschool Program Review Resource Material (1981b) and the Division's Indicators of Quality Programs (1980). The reviews were

completed during the week of January 24-28. The reviews involved both observation and interviews with each center's supervisor, teachers, aides, and parents, and focused on indicators of quality in four areas: the setting, the program, the staff, and parent involvement.

Student roster. The "Student Roster" was developed to collect data about children and families at each center, such as age, grade, length of time in the center, home language, and fees paid. The evaluator completed the rosters during the week of April 11-15 by reviewing the records kept on each family with children in the center.

Questionnaires. A questionnaire was developed to measure the presence of each of Edmonds' five factors characteristic of effective schools. The "Teacher/Aide Questionnaire" is based on questionnaires developed by Ron Edmonds for use in the New York City Schools' School Improvement Project and by Robert Villanova, William Gauthier, and others at the Connecticut State Department of Education for use in the Connecticut School Effectiveness Assessment Process. There are 55 items on the "Teacher/Aide Questionnaire" to which respondents indicate their degree of agreement.

The questionnaire was completed by teachers and aides during the week of May 16-20. All teachers and aides with at least one month of continuous service at the center were to complete the questionnaire using a machine-readable answer sheet. Table 1 shows the return rates for each center by position. In all, 77 questionnaires were completed and returned.

Two short demographic questionnaires, one for supervisors and one for teachers and aides, were developed. During the week of June 6-10 the demographic questionnaires were completed by all personnel (supervisors,

Table 1
"Teacher/Aide Questionnaire" Return Rates

Center	Number of Teachers	Number of Teachers Returning Questionnaires	Number of Aides	Number of Aides Returning Questionnaires	Return Rate
Dolores	4	4	17	17	100%
Fair	6	6	15	12	86
Glenfeliz	5	5	14	14	100
Westminster	5	5	15	14	95
Totals	20	20	61	57	95%

teachers, and aides) with at least one month of continuous service at the center. Respondents were asked to indicate their length of experience, educational attainment, licenses or credentials in the field of education, and ability to speak languages other than English. Return rates of 100% were obtained at all four centers.

Interviews. Two sets of open-ended interview questions were developed, one for supervisors and teachers, the other for aides. These were designed to elicit more in-depth, detailed data regarding the five factors than those data gathered on the "Teacher/Aide Questionnaire." These instruments were adapted from interview instruments developed by Edmonds and Villanova et al.

At each center the supervisor, teachers, and six-hour aides were interviewed. (At one center, a six-hour aide was on vacation during the interviews and was not interviewed. At another center, one three-hour aide was also interviewed.) The interviews took place at the centers

from May 16 - June 2. A total of 44 staff members were interviewed (four supervisors, 20 teachers, and 20 aides).

Record reviews. To validate and better understand the questionnaire and interview responses, a review of various center records was conducted during the week of June 6-10. Student evaluation records and lesson plans were the foci of this review.

Observations. In addition to the data collection activities described above, observations were conducted at each center. Field notes were written during and after the observation periods. Included in the observations were numerous casual conversations with staff members. From April 8 through June 10, each center was visited at least nine times. Approximately 105 hours were spent observing at the four centers. This time was evenly divided among the centers.

Data Analysis

The two major data analysis activities involved the interview data and the "Teacher/Aide Questionnaire" data. Interview data were summarized for each center by respondent (i.e., supervisor, teacher, aide). These data were then aggregated across all four centers. Data are generally presented in the aggregated form unless there are striking differences between centers or between respondents.

Responses to the "Teacher/Aide Questionniare" were machine read and summarized using the Classroom Teacher Support System (CTSS) scoring service. The frequency of each type of response ("strongly disagree," "disagree," "undecided," "agree," "strongly agree") to each item was found for individual centers and for all four centers combined. These frequencies were then summed for all items measuring a single factor, and response percentages were calculated.

Most items were constructed so that the responses "agree" and "strongly agree" would provide evidence for the presence of the factor being measured. Ten items, however, were written such that the responses "disagree" and "strongly disagree" would provide such evidence. An example is item number 16: "The supervisor makes few classroom observations each year." This item is measuring the factor of strong administrative leadership. For this item the response "agree" and "strongly agree" would suggest that this factor is <u>not</u> present at the center, while "disagree" and "strongly disagree" would suggest its presence. These reversed items were distributed throughout the five factors being measured and were scored in a reverse manner. That is, "disagree" and "strongly disagree" were treated as positive responses like "agree" and "strongly agree" on the other items.

Findings

The findings are discussed in terms of the five factors which provided the focus for this study:

- Instructional emphasis on basic skills
- Ongoing diagnosis and assessment of children's progress
- Administrative leadership
- Center climate
- Teacher expectations

For each factor, the "Teacher/Aide Questionnaire" data are presented, followed by a discussion of interview, observation, and, where applicable, record review data. The specific questionnaire items used to measure each factor, and the results by item, can be found in Appendix A. To respect the confidentiality of the supervisors, teachers, and aides from whom data were collected, the centers are not identified.

Instructional Emphasis on Basic Skills

Eleven items on the "Teacher/Aide Questionnaire" relating to curriculum, objectives, planning, and methodology were used to measure the instructional emphasis factor. Table 2 shows the results on the eleven items combined, aggregated across the four centers. (See Appendix A for detailed responses.)

Table 2
Emphasis on Basic Skills

Response	Percentage of Total Responses
Strongly disagree	2.7
Disagree	7.7
Undecided, uncertain	6.0
Agree	52.5
Strongly agree	31.0

Note. N=77; Total number of responses = 844 (3 omits)

Over 80% (83.5) of the responses to the instructional emphasis items were positive ("agree" and "strongly agree"). All items received at least 70% positive responses. The percentage of positive responses to these items at each of the four centers ranged from 76.9% to 89.9%.

A number of interview questions addressed this factor. Interview data, as well as findings from observations and record reviews, are presented in the following categories:

- Center-wide written curriculum and specific instructional objectives
- Lesson plans
- Group basic skills classroom instruction
- Sufficient instructional materials

Center-Wide Written Curriculum and Specific Instructional Objectives

When asked if there was a mandated curriculum which must be followed, seven (35%) of the 20 teachers said there was not. Six (43%) of the 14 preschool teachers reported that they had to provide learning activities related to the objectives listed on the "Preschool Essential Skills List" (PESL). The PESL is a list of skills in nine areas (language, mathematics, science, social studies, health, music, art, physical education, and library media) taken from the Los Angeles Unified School District's Elementary School Curriculum: A Balanced Program, X-107 (1979). Each of the skills listed on the PESL is identified in the X-107 as being introduced in kindergarten. Skills which are to be mastered within the kindergarten year are marked with an asterisk.

Of the six school-age teachers interviewed, two (from different centers) responded that the X-107 and an earlier publication, Elementary School Curriculum: Guidelines for Instruction (Los Angeles City Schools, 1977), are the mandated curriculum for the school-age program.

When asked if there was a set of written, sequential objectives in the center, 12 (86%) of the 14 preschool teachers and three of the four supervisors referred to the PESL, even though the list of skills is not sequential. Three of the six school-age teachers mentioned the X-107 and the Elementary School Curriculum: Guidelines for Instruction. Five respondents (from two centers) referred to the "Profile of Developmental Progress" (PDP). The PDP is a list of behaviors describing various levels of proficiency in numerous skill areas. It was developed to serve as a document for recording children's progress and is not a sequential list of objectives. As a list of desirable behaviors in various skill areas, however, it can provide teachers and aides with direction for instruction.

There is no single instructional approach required by all of the four supervisors. Each of them reported requiring or recommending different approaches. Twelve (60%) of the 20 teachers responded that their supervisor does not require any particular instructional methodology. Thirteen (65%) mentioned that their supervisor often offers suggestions, brings in resources and materials, or provides constructive criticism to teachers about their instructional activities.

In summary, there appears to be no mandated curriculum common to the four centers. There are lists of objectives, however, in use by most teachers at all four centers. Preschool teachers use the PESL and school-age teachers find appropriate objectives in the Elementary School Curriculum: A Balanced Program, X-107 or the Elementary School Curriculum: Guidelines for Instruction. No particular instructional methodology is required, but all supervisors provide teachers with instructional resources, suggestions, and ideas.

Lesson Plans

Teachers at the four centers prepare weekly lesson plans. Among the four centers, there are five different lesson plan forms in use for preschool, and four in use for the school-age programs. Preschool teachers at two centers use two forms: one for learning centers and another for small group lessons. Three of the four supervisors regularly check the lesson plans before they are implemented. All but three of the 77 teachers and aides (96%) who completed the "Teacher/Aide Questionnaire" agreed that teachers and aides follow written lesson plans for daily instructional activities (item number 43).

As mentioned above, most of the 24 teachers and supervisors referred to the PESL, the X-107, or the PDP when asked if there was a list of

objectives in the center. When asked to what extent the objectives are used to guide instruction, 14 (58%) responded that the objectives are used in preparing weekly lesson plans, and five (21%) said the objectives serve as a guide or a starting point for planning. When teachers were asked how they decide what to teach, however, only seven of the 20 (35%; all of them preschool teachers from three centers) referred to the objectives. Fourteen (70%) indicated that monthly or weekly themes guide their choice of what to teach. This appears to be a contradiction. It may be, however, that the weekly or monthly theme was mentioned more often than objectives because it is the first thing teachers think of when they begin to plan for the week. Knowing the theme, they then plan theme-related lessons and activities related to the appropriate list of objectives.

A review of current and old lesson plans showed that at the center where no teachers reported using objectives to decide what to teach, the lesson plan forms have no labeled space for objectives. At the three other centers, the objectives written on the lesson plans were not necessarily taken verbatim from the PESL or the X-107, but were similar in content and quality to the objectives provided in the PESL and the X-107.

In summary, all teachers prepare weekly, written lesson plans. The major focus of the planning is on the weekly or monthly theme. Many teachers also use the appropriate list of objectives to guide their planning. Various lesson plan forms are used at the four centers. The supervisors at three centers check the lesson plans beforehand.

Group Basic Skills Classroom Instruction

All four centers use multi-age grouping. That is, both preschool rooms have approximately equal numbers of kindergarten children, 2 year olds, 3 year olds, etc. One center was placing 2 through 4 year old

children in one room and 4 and 5 year olds and kindergarten children in the other room. This center, however, has recently changed to multi-age grouping.

Three of the four centers have two groups of kindergarten children: an a.m. group and a p.m. group. The fourth center has only an a.m. kindergarten group. In general, kindergarten children spend most of their time at the center in the preschool rooms with the preschool children. At one center, however, about six of the more mature kindergarten children spend the afternoons with the school-age children. At another center, the afternoon kindergarten group is pulled out of their preschool rooms for directed lessons at 9:00 a.m. and again at 10:45 a.m. The 9:00 lesson is similar to the 9:00 lesson in the preschool rooms described below. From 10:45 - 11:00 they have a literature lesson, consisting of reading and discussing stories.

Within the preschool rooms, children are assigned to small groups and each small group is assigned to a teacher or an aide. The assignment of children to small groups typically occurs when a child leaves the center and a new child is enrolled. Usually, the new child takes the place of the one who has left the center. One teacher, however, does it differently. She has all the new children placed in her small group, where they stay until she feels they have progressed enough to go to another group. At that time she tries to place the child with the adult she feels will be able to work best with that child. Eight (40%) of the 20 teachers interviewed indicated that if a child is not fitting in well in the group, he can be moved to another group. This can occur when the child is not getting along with the other children or the adult, or when he has a special need that a different adult may be able to handle better.

In the school-age rooms, there is typically less grouping. At two of the centers, the school-age children are not grouped at all. In the third center, the school-age children are divided into two large groups: one group has first and second graders and a few of the more mature kindergarten children, the other has children in grades 3-6. These groups are not used for small group lessons but to facilitate classroom management: one group has outside activities while the other group is inside. At the fourth center, the school-age children are grouped by achievement level into four reading groups. Each group spends about 20 minutes, four days a week reading with an adult.

The daily schedules in the preschool rooms generally reflect the guidelines put forth by the Child Development Division's Curriculum Memorandum No. 16, "Planning a Daily Program in Children's Centers." From 9:00 a.m. to about 9:15 a.m., teachers and aides introduce or review a skill, concept, positive behavior, or activity with their small groups. These lessons are usually based on the weekly or monthly theme, objectives from the PESL, or similar objectives. Teachers and aides at one center do something unique for these lessons. They prepare ten lessons within a particular area, such as self-image, following directions, colors, shapes, etc. Each of the ten lessons includes the directions and any materials needed. The lessons are placed in manila folders and put in a box in the staff lounge. The ten lessons provide teachers and aides with a different activity every day for two weeks, and every child gets all ten lessons. At the end of two weeks, ten new lessons in a different area are placed in the box.

Small group lessons are also provided in the morning at the four centers in motor skills, music, and literature. Two centers have daily lessons in these three areas and the other two have motor skills daily and alternate music and literature. Three of the four centers seem to go a bit beyond what is specifically called for in Curriculum Memorandum No. 16 by having small group lessons in the afternoon. The content of these lessons varies across centers and rooms but includes motor skills, literature, music, and a review and reinforcement of the morning lessons.

The school-age children typically do not receive small group lessons at the centers. They spend most of their time at the center working independently at indoor and outdoor learning centers or doing homework assigned by their elementary school teachers. Teachers and aides interact with the children informally providing direction and assistance when necessary. The one exception to this occurs at the one center where school-age children are grouped by reading level for informal reading lessons.

In summary, preschool children are grouped heterogeneously both between and within rooms. The school-age children are generally not grouped. When they are, it is for small group reading time or so that half of the children can be inside and half outside. Kindergarten children are usually with preschoolers, although one center puts some of the more mature kindergarten children in the school-age room and another center pulls some kindergarten children out of the preschool rooms for directed lessons. Preschool children have a daily 9:00 a.m. small group lesson in which various topics are addressed. They also have small group lessons in motor skills, music, and literature. School-age children do not regularly receive small group directed lessons.

Sufficient Instructional Materials

Interview data indicate that almost all of the 20 teachers (85%) feel that there are generally sufficient supplies of instructional materials. Four teachers (one from each center) mentioned that although there are sufficient supplies, more could always be used.

Ongoing Diagnosis and Assessment of Children's Progress

Eight items were used on the "Teacher/Aide Questionnaire" to measure the ongoing assessment factor. The items dealt with student assessment, the use of assessment information, and record keeping. Table 3 shows the total responses for all eight items. (See Appendix A for detailed responses.)

Table 3
Ongoing Diagnosis and Assessment of Children's Progress

Response	Percentage of Total Responses
Strongly disagree	0.8
Disagree	6.0
Undecided, uncertain	3.7
Agree	53.9
Strongly agree	35.4

Note. N=77; Total number of responses = 615 (1 omit)

Almost 90% (89.3) of all responses to the ongoing assessment items were positive. This factor received the highest percentage of positive responses of all five factors. All items received at least 78% positive responses. The percentage of positive responses for the factor at each of the four centers ranged from 84.3% to 91.0%. At each center, of all five factors this factor received either the highest or second highest percentage of positive responses.

Interview, observation, and record review data on this factor are discussed under the following categories:

- Ongoing, individualized evaluation of children's progress

- Center-wide record-keeping system
- Instructional use of children's evaluation data
- Communication with parents regarding children's progress

Ongoing, Individualized Evaluation of Children's Progress

Interview data reveal that observation, teacher judgement, and informal, individual testing are the predominant methods used for assessment of children's progress. Teachers and aides observe children during small group lessons and at learning centers and note indications of progress or lack of progress. Teachers and aides may also "test" children by asking them to do something in a small group or at a learning center. For example, to see if the child can classify objects by shape, the teacher or aide would ask the child to sort objects into three piles: squares, circles, and triangles. This kind of informal assessment occurs daily. All but two of the 24 supervisors and teachers interviewed (92%) feel that these procedures are adequate.

At one center teachers and aides in the preschool rooms do individual testing and regularly record the results. After five weeks of instruction, a week is used for assessment and review. During assessment week, teachers and aides assess children's ability to perform various skills taught during the previous five weeks. Performance is recorded on "tracking sheets." One tracking sheet is used for each skill assessed. Each child's name is written on the tracking sheet with the objective and a short description of the activity or procedure. The child is asked to do the activity, and the performance is judged as "well developed," "developing," or "needs attention." Space is also provided for comments.

Besides the tracking sheets used at one center, children's assessment data are recorded in six other ways, described below. This information

was gathered through interviews and a review of the assessment documents used at each center.

1. Social Service Profile (SSP). This document, in use at all four centers, is used to record a variety of information about the child and the child's family. A review of the SSPs revealed that, in most cases, they are fairly complete. Although this form is not specifically a pupil progress assessment tool, it is used to record general notes about children's progress and was mentioned by staff members when asked about the assessment of children's progress.

2. Pupil Plan and Checklist (PPC). This form is used to record the child's progress relative to objectives selected by the teacher from the PESL. Space is provided for recording four assessments. Supervisors and teachers reported that assessments are to be recorded at least two times per year. All four centers use the Pupil Plan and Checklist for their preschool and kindergarten children. Two centers use it for school-age children. At one center, it is the only form used besides the Social Service Profile. At this center, the PPCs are up-to-date and have entries every three or four months for the last two or three years. At the other centers, the PPCs are used in addition to two or three other forms and, except in one preschool room, are generally incomplete or not up-to-date.

3. Profile of Developmental Progress (PDP). The PDP is a 19 page list of behaviors describing various levels of proficiency in 43 skill areas. Space is provided for recording which behavior is exhibited by the child and the date observed. Supervisors and

teachers reported that the PDP is to be completed at least twice a year. The PDP was found in three centers for use with preschool and kindergarten children and in one of those centers it has also been used for school-age children. Reviews of the PDPs at the three centers indicated that they are not used completely or consistently. In many cases, only the first few pages had been completed only once and not recently.

Three other forms were found, each of them being used at only one center:

4. Assessment Progress Report. This form is used for writing general comments about children's progress in six broad areas. It is to be completed two times a year. It is used in the school-age room and in one preschool room at one center. These forms, however, were not complete or up-to-date.

5. Pre-School Diagnostic Checklist. This form, developed for the State Pre-School Program, is similar to the PESL. For each objective, space is provided for writing the date the objective is accomplished by the child. It was found in one preschool room (at a center without a State Pre-School Program) but not for every child. The forms were typically not complete or up-to-date. In most cases, a check mark was entered rather than a date.

6. Tracking cards. These are simply index cards on which observational data, the date, and the initials of the observer are recorded. They are used in all rooms at one center and the staff reports that they are done on an ongoing basis. A review of the cards showed that they are being used with varying degrees of frequency.

In summary, observation, teacher judgement, and individual testing are the primary means used to evaluate children's progress. Numerous forms are used, with varying degrees of frequency and regularity, to record assessment data. It appears that most evaluation of children's progress is done through informal observation at various times throughout the day, and much of the information obtained is not recorded.

Center-Wide Record-Keeping System

At all four centers, the Social Service Profiles are kept in the family folders which also contain the recertification papers. These folders are in the supervisor's office at three centers and in a file drawer at the senior clerk-typist's desk at the fourth center. Tracking sheets and tracking cards are kept in the classrooms. Whatever other forms are in use at a center are kept in children's folders. These are in the classrooms at three centers and in the staff lounge at another. All teachers agreed that the forms are accessible.

Although teachers and aides at all four centers use the same procedures for evaluating children's progress, and something is recorded for all children, various forms are used with different levels of frequency, completeness, and specificity. Some children at three centers have data recorded on two or three different forms, and at two centers different rooms use different forms. At only one center does it appear that the same forms are used consistently by all staff.

Instructional Use of Children's Evaluation Data

Twenty-one (88%) of the 24 supervisors and teachers interviewed indicated that information on children's progress is used in planning activities and lessons and in working with individual children. Seven (29%) mentioned that the information is shared with parents during either

informal conversations or scheduled parent-teacher conferences. Interview data and information gained through informal conversations with teachers seem to indicate that teachers perceive the task of entering evaluation data on the forms described above as busy-work and they do it only to comply with guidelines. They do not find the forms useful. The one form which does seem to provide useful, timely information about children's progress is the tracking sheet used at one center. It can be completed easily and frequently and focuses on specific skills which the teachers have been teaching. It provides immediate information about whether a child has mastered the skill or not. This information is then used in planning for subsequent weeks.

Communication With Parents Regarding Children's Progress

Supervisors, teachers, and aides generally agreed that there is frequent communication with parents about children's progress. Supervisors and teachers agreed that teachers are accessible to parents. The communication takes place in three ways: parent-teacher conferences, informal conversations, and notes and phone calls.

Three centers have regularly scheduled parent-teacher conferences. Two centers schedule them twice a year and one center three times a year following the recording of children's progress on the Pupil Plan and Checklist. Informal parent-teacher contacts occur at all centers frequently because parents (or a parent's representative) must bring their children into the center in the morning and pick them up in the evening. Teachers have the opportunity at this time to talk to the parents about the children's progress. Supervisors, teachers, and aides also mentioned other means of communicating with parents including letters, notes in center mailboxes, certificates of achievement sent home with the children, and phone calls.

Administrative Leadership

The site administrator at a Children's Center is the center supervisor. To provide a context for discussing administrative leadership, a brief background sketch of the four supervisors in the study follows.

The Center Supervisors

The four center supervisors in the study are women. Each of them has a Master's Degree (a qualification for the position) and has been the supervisor at her current center for four or five years. For one supervisor, her current assignment is her first as a supervisor. The other supervisors have 8, 10, and 11 years of supervisory experience, respectively. Each has at least 13 years of experience in the Los Angeles Unified School District. Two of them are responsible for two centers and are referred to as "two-center supervisors" in this report.

The supervisor is the sole administrator at the Children's Center. The supervisor's responsibilities include:

- Selecting, supervising, and evaluating center staff
- Directing and coordinating the educational, staff development, health, nutrition, and parent involvement activities
- Reviewing family applications to ensure eligibility, identifying individual needs, making service referrals, and establishing parent education and involvement activities
- Supervising the preparation of required activity reports and child and family records
- Coordinating staffing levels and schedules to match service levels with fluctuating attendance patterns
- Insuring compliance of state guidelines at the center level

"Teacher/Aide Questionnaire" Results

The "Teacher/Aide Questionnaire" included 15 items measuring the administrative leadership factor. The items related to instructional leadership, support, communication, and staff interaction. Table 4 presents the results for the factor as a whole, aggregated across centers. (See Appendix A for detailed responses.)

Table 4
Administrative Leadership

Response	Percentage of Total Responses
Strongly disagree	3.0
Disagree	8.2
Undecided, uncertain	4.0
Agree	46.4
Strongly agree	38.3

Note. N=77; Total number of responses = 1,154 (1 omit)

Almost 85% (84.7) of all responses were positive. The percentage of positive responses at each center ranged from 72.6% to 90.7%. This is the widest range obtained for all five factors assessed. Most of this range is due to the difference between the lowest scoring center and the other three. It is interesting to note that the two lowest scoring centers have two-center supervisors.

The discussion of administrative leadership focuses on two major aspects of the supervisor's role: administrative head of the center and instructional leader.

The Supervisor as Administrative Head of the Center

Data relating to the supervisors' leadership as administrative heads of their centers are discussed under the following categories:

- Establishment and communication of staff responsibilities and duties
- Communication of center policies, regulations, and procedures
- Establishment of effective lines of communication between supervisor, and staff and parents
- Provision for staff input in administrative matters

Establishment and communication of staff responsibilities and duties. Teachers and aides at three centers have a number of adjunct duties and responsibilities. These include bus trips, parent meetings, staff development, supplies and equipment, etc. At two of these centers, teachers and aides volunteer for the duties or, if necessary, are assigned to them by the supervisor. This generally occurs at a staff meeting in September, and, when necessary, at staff meetings throughout the year. At the other center, all duties and responsibilities are assigned to staff members by the supervisor, who said she makes the assignments based on the individual strengths of the staff members. The responsibilities are communicated at a staff meeting followed by meetings with individual staff members. At all three of these centers, lists of the duties and responsibilities of staff members are posted on a bulletin board.

At the fourth center, the supervisor mentioned that she did not officially delegate many duties and responsibilities. She said that if something needs to be done, the staff takes the initiative and gets the job done. The supervisor does assign the responsibility for parent meetings to the staff, however. This responsibility rotates among the

teachers and aides in the three rooms. Also, aides have certain housekeeping responsibilities assigned to them by the supervisor.

Communication of center policies, regulations, and procedures. A variety of methods are used by the supervisors to communicate to staff members center policies, regulations, and procedures. At all four centers the major method is the staff meeting, which occurs at least once per month. At one center, minutes of the staff meetings are typed and distributed to all staff members. Another means of communication mentioned by the staffs at all four centers is the posting of policies, regulations, and procedures on the bulletin boards in the staff lounges. Two supervisors write weekly or biweekly newsletters to their staffs. These typically contain brief announcements of upcoming activities, reminders of staff responsibilities, compliments to staff members, and reminders or announcements of policies, regulations, and procedures. Some teachers also mentioned that they receive notes from the supervisor in their mailboxes. All supervisors and teachers feel that the mechanisms for communicating policies, regulations, and procedures in their center are effective.

Establishment of effective lines of communication between supervisor, and staff and parents. All supervisors and teachers interviewed at the four centers indicated that there is a good relationship between the staff and the supervisor. They all agreed that the supervisors are accessible to staff members, although three people from centers with two-center supervisors mentioned that supervisor accessibility is lessened by having two centers. Three supervisors were described as having an "Open Door Policy." All also mentioned that the supervisors are responsive to teachers and aides. Teachers at three centers

described their supervisors as fair but firm.

All supervisors and aides, and all but one teacher interviewed said that there is a good relationship between the supervisor and parents. Supervisors will meet with parents anytime. In addition, parent meetings are held monthly at three centers and bimonthly at the fourth center. One supervisor distributes a monthly parent newsletter and another has recently begun writing a quarterly newsletter for parents. All teachers and three supervisors said that the supervisors are accessible to parents. One two-center supervisor indicated that she felt she was no longer accessible now that she has two centers. Three teachers at her center and one at the other center with a two-center supervisor mentioned that supervisor accessibility to parents is negatively affected when supervisors are responsible for two centers.

— Provision for staff input in administrative matters. All four supervisors maintain that they encourage staff input in administrative decisions. Three mentioned that not all decisions, however, are open for staff input: Many have to be made by the supervisor alone. Most of the supervisors and teachers interviewed named staff meetings as the primary mechanism for providing input. During staff meetings, which occur at all centers at least once per month, the supervisors ask for the opinions or suggestions of the staff members. The "Open Door Policy" of three supervisors also provides the opportunity for staff input.

In summary, it appears that the four supervisors in the study are adequately fulfilling their roles as administrative head of their centers. Three have established a number of adjunct responsibilities and duties for staff members. Staff meetings, bulletin boards, and newsletters are used for communicating center policies, regulations, and

procedures. There are good relationships and lines of communication between the supervisors and the staff and parents. Supervisors are accessible and responsive to both staff and parents, although there may be some problems with the accessibility of two-center supervisors. Finally, provisions have been made for staff input in some administrative matters.

The Supervisor as Instructional Leader

The following categories are used for the discussion of data regarding the supervisors' role as instructional leaders:

- Establishment of center-wide instructional goals, practices and curriculum
- Provision for staff input in curricular and instructional matters
- Coordination of the instructional program
- Provision for in-service training
- Supervision of instruction

Establishment of center-wide instructional goals, practices, and curriculum. The overall instructional goals, practices, and curriculum for Children's Centers are generally based upon directives from the Child Development Division.

In terms of goals, all four centers have established a two-year plan to strengthen their instructional programs. The supervisors were responsible for developing the plan with input from their staffs. There are five areas of planning: cognitive growth, social/emotional growth, health/nutrition growth, physical growth, and special center needs. For each area, the current condition and the desired condition are described. Activities leading to or promoting the desired condition are planned and put on a timeline. The two-year plan provides the overall,

long term goals specific to each center.

In terms of practices and curriculum, data were presented earlier (under "Instructional Emphasis on Basic Skills") showing that there is no single instructional approach or curriculum in use at each center. All center practices and curriclum, however, must conform to the guidelines set forth in the Division's Curriculum Memorandum No. 16, "Planning a Daily Program in Children's Centers." This memo provides a fairly detailed schedule and description of how the daily program should be implemented. It was mentioned by many staff members as setting forth program requirements. One supervisor called it the "Bible of the program." Observations confirmed that the centers have implemented the schedule and practices described in Curriculum Memorandum No. 16. Furthermore, the broad outlines of a center-wide curriculum are established at each center through the use of weekly or monthly themes. Lessons and activities are planned and implemented in each room which are related to the center-wide theme.

Provision for staff input in curricular and instructional matters. The four supervisors all stated that staff members have input in curricular and instructional matters. This is most often accomplished during staff meetings or during each room's team meetings, when staff members in each room meet. Two supervisors also mentioned that the staff has input through staff development sessions planned and conducted by staff members.

The teachers interviewed agreed that they have input in curricular and instructional matters and also mentioned staff meetings as the opportunity for offering input. At the four centers, teachers have a great deal of freedom with regards to planning, selecting their own

instructional materials, and using their own teaching style as long as they follow the guidelines of Curriculum Memorandum No. 16 and, to some extent, focus on the objectives listed on the PESL.

At two centers, the teachers are primarily responsible for staff development sessions. This involves in-center curriculum development. Teachers put together packets of instructional strategies, materials, and ideas in specific areas and share them with their staffs.

Coordination of the instructional program. Because centers are open 12 hours a day, there are different staff members in a room in the morning than in the afternoon. The primary means used by supervisors at three centers to coordinate instruction between morning and afternoon staffs are team planning meetings. A "team" consists of all staff members who work in a particular room. At one center, teams meet weekly at 1:00 p.m. All teachers and six-hour aides, but no three-hour aides, are available at that time. At another center, all three teams meet together two days weekly at 1:00 p.m. At this time, all but one teacher and all six-hour aides are available. At the third center, the two preschool teams meet weekly at about 1:30 p.m., when all teachers, three of the five six-hour aides, and two three-hour aides are at the center. At this center, single room team meetings are also held monthly five times during the day so that all staff members will be included.

At the fourth center, it appears that there are no formal mechanisms for coordination of instruction between morning and afternoon staffs. There are no regularly scheduled team meetings specifically for this purpose. The teachers interviewed at this center indicated that they feel no need for regular meetings and that what they need to do is accomplished through informal communications.

Supervisors at all four centers have established staff meetings as the primary mechanism for coordinating instruction among teachers in different rooms. Staff meetings, conducted by the supervisor, are held monthly or bimonthly typically at 1:00 p.m. At this time, all or all but one teacher and six-hour aide are available at each center, but no three-hour aides. As mentioned above, teams from the two preschool rooms, or from all three rooms, meet to plan together at least weekly at two centers. In addition, the staff development sessions conducted by the teachers at two centers enhance the coordination of instruction among teachers in different rooms.

There is generally very little or no coordination of instruction between Children's Center staffs and the elementary school staffs. The centers invite elementary school staffs to their Open Houses but few come. There is some communication when center personnel deliver or pick-up kindergarten children. There are few visits to the other site by either staffs. Most communication between the two staffs occurs when there is a problem of some kind. Staff members at all four centers claim that the elementary school teachers are not particularly receptive or interested in what happens in the Children's Center. There is, however, one exception. At one center, teachers from the center and the elementary school meet in June to discuss the preschool children who will be entering kindergarten in the fall.

Provision for in-service training. There are three kinds of opportunities for in-service training and professional development in the centers studied. The first are the monthly "Renewal Sessions" offered by the Child Development Division at various sites in the District. Teachers and aides at all four centers are free to attend the monthly

sessions and are often encouraged to do so by their supervisors. They can also visit other centers to see how things are done there. Sometimes, when teachers or aides return from "Renewal Sessions" or center visitations, they are asked to share with other staff members what they have learned.

A second kind of in-service opportunity occurs at all four centers on an irregular basis. Outside resource persons, such as the nurse, mental health consultant, and curriculum advisors, conduct staff development sessions to center staffs.

A third kind of staff development program is in place at only two of the centers. At these centers, teachers are responsible for developing sets of instructional materials, strategies, and ideas in particular areas of their choice or that they have been assigned by the supervisor. Teachers share these materials with other staff members at staff development sessions that they lead. At one center, these sessions occur twice a month, three times a day so that all staff members can attend. Each teacher is responsible for conducting sessions in at least three areas. At the other center where this is done, sessions are not held on a regular basis. Each teacher is responsible for conducting one or two sessions during the year.

Supervisors and teachers at all four centers generally agreed that the staff development opportunities available to them are adequate, ongoing, and effective.

Supervision of instruction. All four supervisors report that they spend at least some time daily supervising instruction. All supervisors indicated that they observe in classrooms. Three require that lesson plans be submitted beforehand to be checked, and all require that the

plans be posted. In addition, formal evaluations of teachers and aides are conducted by all four supervisors. Teachers are formally evaluated every year or two years depending on their status, and aides are evaluated yearly. The evaluation involves the writing of year-long goals and objectives (teachers only), observation by the supervisor, and post-observation and end-of-year conferences.

The teachers agreed that the supervisors make frequent observations which are often followed by feedback and suggestions. All teachers feel that the supervision of instruction is adequate, ongoing, and effective. A number of teachers at a center with a two-center supervisor, however, mentioned that such supervision is less than it was before the supervisor was assigned to two centers. One teacher feels that the supervision would be more adequate if the supervisor were at the center more often. The supervisor and some teachers agreed, however, that the staff has learned to function well on their own, without constant direct supervision.

To summarize, the four supervisors in this study assume the responsibility for instructional leadership at their centers. They are responsible for developing and up-dating a two-year plan for improving the instructional program at their centers. They encourage staff to follow the guidelines set forth in Curriculum Memorandum No. 16, and allow teachers to decide on center-wide weekly or monthly instructional themes. They encourage input from their staffs in curricular and instructional matters through staff meetings and teacher directed staff development sessions. Coordination of instruction at the center is enhanced through team meetings and staff meetings. The coordination of instruction between centers and elementary schools needs improvement.

The supervisors encourage their staffs to take advantage of various staff development opportunities and two supervisors let teachers organize and lead staff development sessions. The supervisors observe teachers and aides both formally and informally and conference with them. Three supervisors check lesson plans before they are implemented.

Center Climate

There were 14 items on the "Teacher/Aide Questionnaire" measuring center climate. The items dealt with security, maintenance, staff morale, student attitude, communication, and goal consensus. Table 5 shows the combined results for all items. (See Appendix A for detailed responses.)

Table 5
Center Climate

Response	Percentage of Total Responses
Strongly disagree	1.8
Disagree	6.9
Undecided, uncertain	2.3
Agree	50.6
Strongly agree	38.4

Note. N=77; Total number of responses = 1,075 (3 omits)

As with the ongoing diagnosis and assessment factor, 89% of the responses to the center climate items were positive. All items received at least 74% positive responses. At each center, of all five factors this factor received either the highest or second highest percentage of positive responses. The range of positive responses to the factor at the four centers was from 79.3% to 95.2%.

Two broad areas of center climate are discussed below: the physical environment, and general center atmosphere. Physical environment is concerned with building security and maintenance. Center atmosphere deals with staff morale, student attitude, communication, and goal consensus.

Physical Environment

Sufficient building security. Almost all supervisors, teachers, and aides interviewed feel that there is sufficient building security. They feel safe at their centers. At one center, the supervisor has set up a "Parent Watch" program with three families who live across the street from the center. If these people see any security problem at night or on the weekends, they can call the supervisor, the senior clerk-typist, or school security.

At one center, however, there have been security problems in the past. The center was broken into a couple times on the weekends and a parent was assaulted in the parking lot. There has also been some theft of money from personal belongings during the day. In spite of these occurances, however, the majority of staff say they feel safe at the center.

Maintenance of building, grounds, and equipment. Most of the center personnel interviewed indicated that their centers are clean and well maintained. The supervisor and two teachers at one center, however, feel that maintenance is adequate but could be better. One or two persons at each of three centers feel that equipment (e.g., chairs, record players, tricycles) is not fixed quickly enough. At one center, only two of 12 tricycles are in working condition. The supervisor at this center mentioned that health and safety problems are taken care of more quickly than equipment problems.

All four centers observed are neat and clean. The housekeepers were frequently seen cleaning the rooms, halls, and bathrooms. Teachers and aides were often seen sweeping the floor and wiping off tables. Two of

the centers were painted inside and out during the course of this study. At one center, aides in each room are responsible for general cleaning one day per week. This includes a number of activities such as cleaning toys and paints, straightening out shelves, and sweeping around the sandbox. At another center, at least three days a year are devoted to cleaning. Staff and children wear old clothes and spend most of the day cleaning, straightening things up, etc. At another center, the supervisor conducts what she calls "Operation Cleansweep" four times a year. She reviews each room using a 20-item checklist looking at such things as cleanliness, neatness, and compliance with center policies and procedures.

Center Atmosphere

Staff morale. Sixty nine (90%) of the 77 teachers and aides who completed the "Teacher/Aide Questionnaire" agreed that their staffs exhibit "confidence, cheerfulness, and willingness to perform assigned tasks" (item number 37). Seventy (91%) agreed that the majority of their staffs "like the center and are proud to be a part of it" (item number 44). The supervisors and teachers interviewed generally agreed that staff morale is good or very good. Sixteen (40%) of the teachers and aides interviewed mentioned the enthusiasm, commitment, friendliness, and ability of their staffs to work well together as being the best things about their center.

The reasons most often given by those who feel that staff morale is high relate to the support and positive reinforcement given by the supervisor, and to the ability of staff members to work well together due to their shared concern for children. Seventeen (39%) of the supervisors, teachers, and aides interviewed feel that the greatest

strengths of their center are the love for children, dedication, and motivation shown by staff members. Virtually all staff members interviewed feel that the teaching staffs and the supervisors are dedicated and enthusiastic.

Student attitude. On the questionnaire, 73 (95%) of 77 teachers and aides agreed that "most children like the center and are happy about being in the center" (item number 50). Seventy (91%) agreed that "children exhibit positive attitudes toward instruction" (item number 2). The aides interviewed were unanimous that children enjoy the center. The reasons most often cited were the wide variety of activities available, the opportunity to make and play with new friends, and a warm, loving, attentive environment.

Virtually all of the supervisors, teachers, and aides interviewed also feel that there are no major problems with discipline at their center. Many mentioned that discipline is always an issue, that there are always some problems, but no major, ongoing, widespread problem. Most feel that whenever problem situations occur, they are generally handled promptly and consistently. Observation data agree with these findings.

Effective lines of communication among the supervisor, staff, and parents. Some of these data have already been summarized under the administrative leadership factor and will only be reviewed here. The establishment of lines of communication is an administrative concern. The actual presence of effective lines of communication among all parties involved is a center climate concern.

Both observation and interview data indicate that at all four centers there are good relationships between staffs and the supervisors.

Teachers agreed that the supervisors are accessible and generally responsive to their needs.

Centers staffs also agreed that there are good relationships between parents and the supervisors. Although two-center supervisors may be less accessible to parents than one-center supervisors, most agreed that the supervisors are both accessible and responsive to parents.

All supervisors and teachers interviewed feel that there are good relationships between the teachers and aides and the parents. All but two aides interviewed agreed. Teachers and supervisors were unanimous that teachers and aides are responsive to the needs of the parents. Except for two, who mentioned that teachers' working hours do not always make them accessible to the parents, they all agreed that teachers and aides are accessible.

— Consensus of center staff regarding educational goals. The state's Child Development Program Guidelines (1982), under which the Children's Centers operate, delineates two purposes for child care and development programs. These were mentioned earlier and relate to assisting parents and educating children. The focus of this study, and of the body of research on which it is based, however, is the emphasis on the educational aspect of the program. Though quality day care is an important purpose of the centers, it is not necessarily an indicator of an effective center in terms of educational outcomes. Of interest in this study, therefore, is consensus on the educational goals of a center.

During interviews, supervisors, teachers, and aides were asked to define the major purpose or function of the center. They all responded in one of three ways. Five (25%) of 20 teachers and five (26%) of 19 aides replied that serving parents by providing quality day care for

children while the parents work or go to school is the major purpose of the centers. Four teachers (20%) and six aides (32%) said that meeting the developmental and educational needs of children is the primary purpose of the centers. All four supervisors, 11 teachers (55%), and eight aides (42%) provided both responses. That is, they said that the purpose of the centers is to provide day care services for parents and to provide educational experiences for children.

These data indicate that there is general agreement on the educational purpose of the centers. Thirty-three (77%) of those interviewed mentioned children's educational development as a major function of the center. The percentage of staff members interviewed who mentioned the educational goal at each of the four centers was 60%, 75%, 82%, and 90%. Although this is a fairly large range, at each center the majority of the staff members interviewed mentioned education as a primary goal.

Teacher Expectations

There were seven items on the "Teacher/Aide Questionnaire" measuring the teacher expectation factor. The items dealt with teachers' expectations and responsibility for children's achievement. Table 6 shows the total responses for all seven items. (See Appendix A for detailed responses.)

Table 6
Teacher Expectations

Response	Percentage of Total Response
Strongly disagree	5.6
Disagree	16.4
Undecided, uncertain	5.6
Agree	48.6
Strongly agree	23.5

Note. N=77; Total number of responses = 535 (4 omits)

Although almost three-fourths (72.2%) of the responses to this factor were positive, this factor received the lowest percentage of positive responses of all five factors. It received 11% fewer positive responses than the next highest factor. Furthermore, this factor received the fewest positive responses of all five factors at each of the four centers. For the four centers, the percentage of positive responses to this factor ranged from 65.1% to 76.5%.

The questionnaire item which received the fewest positive[1] responses at each center and overall (only 39.3%) was item number 23: "The staff believes that a child's home background is the primary factor that determines individual children's achievement." The majority agreed with this statement. Supervisor and teacher interview responses were similar. Of the 24 interviewed, 11 (46%) feel that home background is definitely related to achievement and six (25%) feel that it is probably related to some extent. Only 7 (29.2%) feel that home background has little influence on achievement.

This is a somewhat controversial area. There is a large body of literature which supports the idea that home background is a primary determinant of achievement (e.g., Coleman et al., 1966; Mosteller and Moyniham, 1972; Jencks et al., 1972). Yet, there is also a growing body of research whose findings support the conclusion that the school is the major determinant of achievement (e.g., Brookover et al., 1978; Brookover & Lezotte, 1979; Rutter et al., 1979; Edmonds, 1979a). Instead of a "familial effects" interpretation of the origin of achievement, these researchers support a "school effects" interpretation. They argue that pupil family background neither causes nor precludes elementary school instructional effectiveness. From the point of view of Edmonds and other "school effects" researchers, school personnel who disagree with the questionnaire item mentioned above exhibit higher expectations of children's achievement.

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[1] Positive in terms of supporting the presence of high teacher expectations. In this case, "strongly disagree" or "disagree."

Although many center personnel feel that home background is the primary factor that determines children's achievement, and the children served at the centers are from low socioeconomic backgrounds, all of the 24 supervisors and teachers interviewed stated that they expect at least 70% of the children at the centers to master the basic skills. Fifteen (63%) feel that at least 90% will master the skills. The aides interviewed were almost unanimous in agreeing that teachers expect children to do well in the centers. Furthermore, 19 supervisors and teachers (79%) feel that teachers are responsible to a great extent for children's achievement.

In summary, the data on teacher expectations are mixed. This factor was rated lowest of all factors on the questionnaire, even though it received 72% positive responses. Interview data suggest that most teachers expect most children to achieve mastery of basic skills and feel that children's achievement is, to a great extent, their responsibility, even though they believe that home background is the primary determinant of achievement.

Conclusions

The previous sections presented the general findings resulting from four data sources: observation, interviews, questionnaires, and center records. Data were presented related to the degree of presence of the five factors identified by Edmonds as contributing to school effectiveness, and specific practices for each factor were described. The purpose of this section is to present general conclusions based on the analysis and interpretation of the findings.

This was not a contrastive study including centers of low quality, and very little comparative data are available in the literature. This makes it difficult to know how much evidence is necessary to conclude the presence of the factors. One benchmark for comparison, however, is provided by Edmonds in an unpublished report from the New York City Schools. The report, "1979 School Improvement Project Case Study Report," summarizes the purposes, procedures, and findings of an in-depth review of selected New York City Schools. The degree of presence of Edmonds' five factors was measured in nine elementary schools with improving, maintaining, or declining achievement for the last three or four years. Within each group of schools, there was variation in school size, predominant population, and family income level.

A questionnaire measuring the presence of the five factors was administered to teachers at all three types of schools. The "Teacher/Aide Questionnaire" used in the present study was adapted from the New York City questionnaire and is very similar. Table 7 shows the results of the New York City questionnaire, completed by 109 teachers at four improving schools, and the "Teacher/Aide Questionnaire", completed by 77 teachers and aides at the four high quality Children's Centers.

For the New York City questionnaire, the percentages indicate the proportion of teachers who felt a factor was definitely or generally characteristic of their school. For the "Teacher/Aide Questionnaire" the percentages represent the proportion of responses to a factor that were indicative of the presence of that factor. Although the percentages represent different things, the two sets of data are roughly comparable.

Table 7
Comparative Data on the Presence of Edmonds' Five Factors

Factor	% of Teachers, New York City Questionnaire [a]	% of Responses, "Teacher/Aide Questionnaire" [b]
Basic Skills	90.8	83.5
Assessment	86.8	89.3
Administrative Leadership	84.6	84.7
Climate	88.1	89.0
Teacher Expectations	93.8	72.2

[a]The percentages indicate the proportion of teachers (N=109) who felt a factor was definitely or generally characteristic of their school.

[b]The percentages represent the proportion of responses indicating agreement that the factor was a characteristic of the center (N=77).

These data show that in three areas, assessment, administrative leadership, and climate, the high quality Children's Centers are comparable to elementary schools with improving achievement. The centers score somewhat lower than the schools in basic skills. The difference could be due to the fact that Children's Centers have a much broader function than the schools. There is a substantial difference, however, in the teacher expectation factor. There is no apparent explanation for

this difference. Although the New York City questionnaire did not include the item about the relationship between home background and achievement (item number 23, the lowest scored item on the "Teacher/Aide Questionnaire", adapted from the Connecticut questionnaire), removing that item from the "Teacher/Aide Questionnaire" increases the percentage of positive responses to only 77.6%. This is a puzzling difference, especially in light of the interview responses which evidenced high teacher expectations. It may be that both questionnaires are not valid measures of this factor, perhaps due to the small number of items used (six on the New York City questionnaire, seven on the "Teacher/Aide Questionnaire").

In general, the bulk of the data collected supports the conclusion that the four Children's Centers in the study exhibit the five characteristics found by Edmonds to be associated with effective schools. The five factors are present at the centers and are operationalized in numerous ways, some of which are common to three or four centers, and some of which are unique to one or two.

Instructional Emphasis on Basic Skills

There appears to be an emphasis on basic skills at the four centers. Lists of instructional objectives in the basic skill areas are in use. Although there is no mandated curriculum or instructional methodology, all teachers plan weekly using the weekly or monthly theme, and many use the lists of objectives when planning. Lessons are provided regularly to small groups of preschool and kindergarten children, and there are sufficient supplies of instructional materials.

Ongoing Diagnosis and Assessment of Children's Progress

There is ongoing diagnosis and assessment of children's progress at the four centers. No standardized, paper and pencil tests are used but

teachers and aides frequently observe the children. Sometimes, children are individually tested on a skill or objective. The recording of children's progress information, however, is generally not done consistently nor frequently. Various forms are in use and for many children there are two or more forms. Timely, efficient, and useful methods of gathering and recording such data need to be devised. There appears to be sufficient communication with parents regarding children's progress.

Administrative Leadership

Overall, the data indicate that the supervisors assume administrative leadership at their centers through the establishment and communication of staff responsibilities and duties, the development of effective lines of communication among the various constitutiencies of the centers, and the provision for staff input in administrative matters.

The supervisors also exercise instructional leadership. Although they provide for some degree of teacher independence in developing the instructional program through the establishment of staff interaction in curricular and instructional matters, they also provide direction and control by observing, modeling, reviewing lesson plans, and evaluating teachers and aides.

Center Climate

The four centers studied are characterized by generally safe, clean, and orderly climates. Staff morale is typically high and student attitude good. There are positive relationships among supervisors, staffs, and parents and general agreement about the educational function of the centers.

Teacher Expectations

The data indicate that the general attitude of the center staffs

reflects optimistic expectancies for children's achievement. There is some indication, however, that some staff members may not always have high expectations for all children. Interview data seem to indicate that children's home background might affect the expectations some staff members hold for children.

Recommendations

This study has presented data supporting the conclusion that high quality Children's Centers are characterized by the same factors found in effective elementary schools. It is recommended that attempts be made to increase the degree of presence of the five factors at Children's Centers. There are two reasons for making this recommendation:

1. Much of the effective schools research cited earlier has found that the presence of these factors distinguishes between effective and ineffective schools. Although causal conclusions cannot be drawn from this kind of research, various programs of school improvement have focused on measuring and then attempting to increase the presence of the factors, and early results seem to be positive (see Edmonds, 1982).
2. Even though strictly causal relations between the factors and school effectiveness have not been established, each of the five factors is intuitively attractive: they agree with common sense. Certainly no one would argue that any of the five factors are not good things for schools, or Children's Centers, to exhibit.

Listed below, by factor, are a number of administrative and instructional practices and activities found in at least one of the four study centers. It is assumed that these practices and activities, by demonstrating the presence of Edmonds' factors, are related to the quality of the centers where they are implemented. It is also assumed that the implementation of any of these activities and practices at other centers can lead to higher quality. Therefore, it is recommended that the following list of "promising practices" be distributed to all center staffs, and that center staffs consider implementing those which

they feel will promote program quality at their centers. (It is possible that some or many of these practices are already taking place at other centers.)

Instructional Emphasis on Basic Skills

1. Use two lesson plan forms: one for learning centers and another for small group lessons. Both should have a space for writing the objective of the lesson or activity.

2. Place newly enrolled children in the same group with a teacher skilled in helping children adjust to their new environment. As the children become accustomed to the center, they can be moved to other groups. (This should be done only if there is a strong teacher who would always like to have new children in his/her group.)

3. Develop sets of small group lessons in different skill areas, focusing on various objectives, and circulate them for use throughout the center. (A different set may need to be developed for the school-age program.) This would provide some curricular uniformity as all children in the center would receive all lessons in a set. It may also provide more teacher planning and preparation time since the sets are prepared ahead of time with the help of all staff members. This practice could also ensure that the lessons taught are directly related to the objectives in use at the center.

4. Schedule daily small group lessons in the afternoon. The lessons should be planned ahead of time and focus on basic skill objectives. This provides the afternoon staff with an opportunity to work with children in small groups.

5. Group school-age children by reading ability (or by ability in mathematics, language, writing, etc.) and have some time three or four days per week for small group reading with a teacher or an aide. Use books other than the children's elementary school text books.

Ongoing Diagnosis and Assessment of Children's Progress

1. Use every fifth week for reviewing and assessing children's progress on the skills and objectives covered during the preceeding four weeks. Teachers and aides can test individual children's abilities to do various tasks. The results can be recorded and then used to decide what skills need to be reviewed in subsequent weeks.

2. Implement a uniform, center-wide record-keeping system for children's assessment data, and ensure that the records are maintained. Such a system might include a form on which assessment

data are to be entered two times per year (such as the Division's new "Preschool Essential Skills List" which includes space for entering assessment data) as well as a form on which data are recorded from more frequent assessments and which can be used for weekly planning.

3. Schedule regular parent-teacher conferences at least three times per year to discuss children's progress with parents.

Administrative Leadership

1. Ask teachers to submit their lesson plans for the following week to the supervisor for review. This is a quick and easy way for supervisors to provide instructional supervision.

2. Schedule general staff meetings at least once per month. Staff meetings give teachers and aides the opportunity to provide input in administrative and curricular matters. The meetings afford supervisors an opportunity to communicate center policies, regulations, and procedures, and staff responsibilities and duties. Type and distribute minutes of the staff meetings so that all staff members can be aware of what transpires in the meetings.

3. Write and distribute newsletters to staff and parents. Staff, and even school-age children, can contribute to the production of the parent newsletter.

4. Schedule staff development sessions organized and conducted by various staff members. This allows for staff input in curricular and instructional matters and provides teachers with the opportunity to share their special skills and interests. Schedule the sessions so that all staff members can participate.

5. Schedule weekly team planning meetings where all available staff in one room discuss plans and responsibilities for the following week. A weekly planning meeting for staff in all three rooms, or in both preschool rooms, might also be helpful in providing instructional coordination between rooms.

6. Organize an articulation meeting in June or September where Children's Center teachers and kindergarten teachers discuss the incoming kindergarten children who have been in the center.

Center Climate

1. Establish a "Parent Watch" program. Provide parents who live near the center with the phone numbers of school security, the police department, the fire department, and perhaps the supervisor or a staff member who has keys and lives close to the center. Encourage the parents to keep an eye on the center and recognize them in some way for their help.

2. Schedule three or four center cleaning days throughout the year. Staff members, children, and even parents can participate in cleaning out closets, repairing damaged materials and equipment, organizing cupboards, washing toys, etc.

3. Provide teachers and aides the opportunity to meet and discuss any problems or concerns when they feel it is necessary. The supervisor may or may not be invited to these "rap sessions." They can enhance staff morale by allowing teachers and aides to air their concerns and resolve them together in an informal manner.

4. Select two or three children, staff members, and parents and honor them as, for example, "Staff Members of the Month." A photograph and short biographical sketch of each can be displayed during the month in the rooms, hallway, or lounge.

Teacher Expectations

No specific practices were found at the centers studied which would promote high teacher expectations of children's achievement. This factor seems to relate more to personal attitudes. One suggestion, however, might be to familiarize staff members with some of the findings of the effective schools research through staff development. Simply learning, or being reminded, that there are schools in which poor and minority children master the basic skills might change some staff members' feelings about the relationship between home background and achievement and lead to higher expectations of all children.

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APPENDIX A
"TEACHER/AIDE QUESTIONNAIRE" RESULTS

On the following tables,

A = Strongly disagree
B = Disagree
C = Undecided, uncertain
D = Agree
E = Strongly agree

Items followed by a "(R)" have been scored in a reverse manner because agreement with such items indicates that the factor being measured by these items may not be present at the center. For these items the scale is reversed so that

A = Strongly agree
B = Agree
C = Undecided, uncertain
D = Disagree
E = Strongly disagree

TEACHER/AIDE QUESTIONNAIRE RESULTS

(N = 77)

I. Instructional Emphasis On Basic Skills	Responses A	B	C	D	E	
3. A list of instructional objectives in language arts exists and is available to staff.	1	6	1	41	28	
5. Teachers and aides generally do not follow a written curriculum in the areas of language, social-emotional development, and health/ nutrition when planning for instruction. (R)	2	11	2	34	27	(1 omit)
10. Written instructional objectives in language arts are the focal point of language instruction.	1	11	7	44	13	(1 omit)
15. A list of instructional objectives in social-emotional development exists and is available to staff.	3	3	5	43	23	
21. Written instructional objectives in health/nutrition are the focal point of health/nutrition instruction.	4	7	9	41	16	
26. A list of instructional objectives in health/nutrition exists and is available to staff.	3	4	3	41	26	
32. Written instructional objectives in social-emotional development are the focal point of instruction in social-emotional development.	3	6	14	40	14	
34. There are written curricula in the areas of language, social-emotional development, and health/nutrition.	2	1	5	48	20	(1 omit)
43. Teachers and aides follow written lesson plans for daily instructional activities.	1	2	0	35	39	
49. Children are not often provided with individualized instruction. (R)	2	12	2	35	26	
54. This center has an effective instructional program in the areas of language, social-emotional development, and health/nutrition.	1	2	3	41	30	
TOTAL 844	23	65	51	443	262	
PERCENTAGE	2.7	7.7	6.0	52.5	31.0	

II. Ongoing Diagnosis and Assessment of Children's Progress	Responses A	B	C	D	E	
8. Multiple evaluation methods are used to assess children's progress in language, social-emotional development, and health/ nutrition (e.g., work samples, mastery checklists, observation, etc.).	1	3	4	42	27	
12. Children's evaluation information is regularly used to plan appropriate instruction.	0	10	6	43	17	(1 omit)
19. Re-teaching and remediation of specific skills in the areas of language, social-emotional development, and health/nutrition are not important parts of the teaching process. (R)	1	6	2	20	48	
24. Teachers and aides closely monitor children's activities in language, social-emotional development, and health/nutrition.	0	3	1	47	26	
30. Teachers and aides provide children with specific feedback on their performance in language, social-emotional development, and health/ nutrition activities.	1	4	2	45	25	
40. There is an effective center-wide record-keeping system to facilitate teacher/aide awareness of children's progress.	1	3	4	49	20	
46. There is frequent and regular communication with parents regarding children's progress.	1	3	2	40	31	
51. There is ongoing, individualized evaluation of children's progress.	0	5	2	46	24	
TOTAL 615	5	37	23	332	218	
PERCENTAGE	0.8	6.0	3.7	53.9	35.4	

III. Administrative Leadership	Responses A	B	C	D	E	
1. The duties and responsibilities of staff members are clearly communicated by the supervisor.	0	5	0	31	41	
4. There is clear, strong, centralized instructional leadership from the supervisor.	3	5	1	31	37	
7. The supervisor encourages and uses staff input in administrative and curricular matters.	0	2	7	36	32	
11. The supervisor is accessible to discuss matters dealing with instruction and children's progress.	1	2	5	39	30	
16. The supervisor makes few classroom observations each year. (R)	11	17	0	21	28	
22. The supervisor closely monitors and coordinates instruction.	3	4	1	54	15	
25. The supervisor is highly visible throughout the center.	2	9	0	35	30	(1 omit)
28. The supervisor seldom makes informal contacts with students and staff around the center. (R)	5	14	0	26	32	
33. The supervisor requires and regularly reviews lesson plans.	2	2	8	30	35	
36. The supervisor is an important instructional resource person.	0	3	1	39	34	
38. The supervisor frequently communicates to individual teachers and aides their responsibility in relation to children's progress.	3	7	3	40	24	
41. The supervisor is very active in securing sufficient supplies, instructional materials, and equipment.	2	1	2	37	35	
45. Instructional issues are seldom the focus of staff meetings. (R)	1	13	7	29	27	
48. The supervisor emphasizes the meaning and use of children's evaluation data.	0	6	8	45	18	
53. The supervisor, teachers, and aides work together to coordinate the instructional program within and between rooms.	2	5	3	43	24	
TOTAL 1,154	35	95	46	536	442	
PERCENTAGE	3.0	8.2	4.0	46.4	38.3	

IV. Center Climate	Responses A	B	C	D	E	
2. Children exhibit positive attitudes toward instruction.	0	4	3	52	18	
9. Children's discipline is a problem. (R)	3	12	2	46	13	(1 omit)
13. Children's behavior is generally positive.	0	7	1	50	19	
18. Teachers, parents, and the supervisor assume responsibility for discipline.	2	3	3	46	23	
20. The center building is neat, clean, and comfortable.	2	0	0	37	38	
27. A positive feeling exists throughout this center.	2	10	0	34	31	
31. The atmosphere is safe and orderly.	0	2	1	36	38	
35. There is insufficient building security. (R)	5	10	5	31	26	
37. The staff exhibits confidence, cheerfulness, and willingness to perform assigned tasks.	0	6	2	41	28	
39. There are adequate safety procedures and regulations.	0	3	0	35	39	
42. The grounds and building are not well-maintained. (R)	1	8	1	31	36	
44. The majority of the staff like the center and are proud to be a part of it.	1	2	3	26	44	(1 omit)
50. Most children like the center and are happy about being in the center.	2	1	1	37	36	
55. Most staff members have similar opinions about the educational goals of the center.	1	6	3	42	24	(1 omit)
TOTAL 1,075	19	74	25	544	413	
PERCENTAGE	1.8	6.9	2.3	50.6	38.4	

V. Teacher Expectations	Responses A	B	C	D	E	
6. Almost all children are expected to master basic skills in the areas of language, social-emotional development, and health/ nutrition.	3	2	1	44	27	
14. Teachers and aides believe that they are responsible for all children mastering the basic skills in language, social-emotional development, and health/nutrition at each age level.	1	9	1	41	25	
17. Teachers and aides believe that all children in the center can master basic skills in language, social-emotional development, and health/nutrition as a direct result of the instructional program.	3	5	4	43	21	(1 omit)
23. The staff believes that a child's home background is the primary factor that determines individual children's achievement. (R)	18	23	4	22	7	(3 omit)
29. Teachers and aides hold consistently high expectations for all children.	2	16	2	39	18	
47. 95-100% of the children in the center can be expected to complete high school.	1	7	16	38	15	
52. Low achieving children answer questions from teachers and aides as often as other children.	2	26	2	34	13	
TOTAL 535	30	88	30	261	126	
PERCENTAGE	5.6	16.4	5.6	48.6	23.6	

APPENDIX B

A Description of the Four Sample Centers

Location

The four Children's Centers in the study are located in different parts of the Los Angeles area. Table A shows the location of each center.

Table A
Location of Sample Centers

Center	City	Child Development Division Region	LAUSD Region
Dolores Street	Carson	1	A
Fair Avenue	North Hollywood	7	E
Glenfeliz Boulevard	Los Angeles	5	H
Westminster Avenue	Venice	9	D

Each is located on the grounds of the elementary school of the same name.

Physical Description

The four centers are quite similar with respect to their physical layout. Each has three classrooms: two for preschool and kindergarten children and one for school-age children. Each has an office, kitchen, lounge, and bathrooms. The centers' playgrounds are fenced and there are gates leading to the elementary school playground.

Staff Data

All four supervisors in the study have Master's Degrees: three in Early Childhood Education and one in Educational Administration. All are women and each has been supervisor at her present center for four or

five years. Three of them have been supervisors at other centers and two of them are two-center supervisors (i.e., responsible for supervising two centers). They have an average of 14.6 years of service with the Los Angeles Unified School District. One speaks Spanish fairly well and two report the ability to speak some Spanish. One speaks fluent Pilipino.

Besides the supervisor, the center staffs consist of teachers (both eight-hour and four-hour), educational aides (both six-hour and three-hour), a senior clerk-typist, a cook, a housekeeper, a food service helper, and a custodian. Each center has five or six teachers for a total of 21 at the four centers in the study. All but two teachers are women. One has a Master's Degree in Educational Psychology, 13 have Bachelor's Degrees, and six have Associate of Arts Degrees. Four have teaching credentials and the rest have Children's Center Teaching Permits. Their length of time at their present center ranges from one month to 25 years, with an average of 4 years, 11 months. Three report having a good or excellent ability to speak Spanish and 12 claim a fair or minimal ability. Other languages represented are French (2), Pilipino (1), and German (1).

There are a total of 19 six-hour aides at the four centers, ranging from a low of three at one center to a high of six at another. All but one are women. The six-hour aides are more stable than the teachers: Only one six-hour aide has been at his/her center for less than four years while 12 teachers share this characteristic. Time at the present center ranges from 2 years, 6 months to 16 years, with an average of 7 years, 4 months. Four have an Associate of Arts Degree, three have some college but no degree, and 11 have high school diplomas. Two have Children's Center Teaching Permits qualifying them to be teachers. Four

report being fluent in Spanish and three say they have minimal or fair ability to speak Spanish. Other languages reportedly spoken by the six-hour aides include French (3), Arabic (2), Greek (1), Italian (1), Yugoslav (1), and Japanese (1).

The most numerous staff members at each center are the three-hour aides. Their numbers range from a low of nine at two centers to a high of 12 at another for a total of 34. Three are men. They are less stable than teachers. Twenty-two of them (65%) have been at their current centers for less than four years. Time at the present center ranges from six months to ten years, with an average of 4 years, 2 months. One has a Bachelor's Degree, three have Associate of Arts Degrees, 16 have some college but no degree, and 18 have high school diplomas. Seven report an excellent or good ability to speak Spanish and nine claim fair or minimal ability in Spanish. Other languages represented include French (2), Greek (1), Arabic (1), Italian (1), and Japanese (1).

The staff racial and ethnic data for each center, based on the Fall, 1982 Racial and Ethnic Survey, are presented in Table B (see next page). At Dolores Street the staff is predominantly Black. At Westminster Avenue the majority are Black and almost a third are White. At Fair Avenue and Glenfeliz Boulevard the staffs are mixed Hispanic and White.

Children's Data

The total number of children served at the four centers during the week of April 11-15 was 543. This ranged from a high of 146 at one center to a low of 128 at another. Of the 543 children, 260 (49%) were preschool children and 283 (51%) were school-age children. The number of preschool children at a center ranged from 46 to 72 (three centers had 71 or 72). The number of school-age children ranged from 60 to 82. The

Table B
Staff Racial and Ethnic Data

		Center			
		Dolores	Fair	Glenfeliz	Westminster
Number certificated staff		6	6	5	5
Number classified staff		19	17	16	14
Ethnicity:	% Black	68.0	17.4	4.8	57.9
	% Asian/Pac. Isle.	8.0	4.3	19.0	5.3
	% Hispanic	8.0	39.1	28.6	5.3
	% White	16.0	39.1	47.6	31.6

Note. These data are from the Racial and Ethnic Survey, Fall, 1982.

average age for the preschoolers was 4 years, 2 months and they have been in the center for an average of 1 year, 1 month. Of the 283 school-age children, 90 (32%) were kindergarten children with an average time at the center of 2 years, 1 month; 136 (48%) were in grades 1-3 with an average time at the center of 3 years, 2 months; and 57 (20%) were in grades 4-6 with an average time at the center of 4 years.

To obtain an index of the transiency or stability of the children, the number of children at each center who have been there less than one year was found and expressed as a percentage of the number of children at the center during the week of April 11-15. There was some variation in this figure. Not counting the 16 State Preschool Program children (since the program is only ten months long), the percentage of children at the center less than one year ranges from 21.5% to as high as 42.8%.

All centers have children with a home language other than, or in

addition to, English. At two centers, such children are a majority, and at another they make up 86% of the children. Spanish is by far the predominant home language but 14 other languages are also represented.

As an indication of the socio-economic status of the families with children in the four centers, the weekly fees paid by families with at least one child attending full time (30 hours or more) were recorded. During the week of April 11-15, there were 209 such families. Of these 93 (44%) paid no fees indicating that they were either recipients of Aid to Families with Dependent Children, Supplemental Security Income, or the State Supplemental Program, referred for child protective services, or had incomes below 53% of the California median family income for their family size. The number of such families at each center ranged from 17 (representing about 20% of the center's families) to 29 (representing about 42% of the center's families).

Table C (see next page) presents racial and ethnic data on the children at each center. These data are from the Fall 1982 Racial and Ethnic Survey. Fair Avenue is almost all Hispanic, and Glenfeliz Boulevard is predominantly Hispanic with almost one-fourth White. Dolores Street and Westminster Avenue are mixed Hispanic and Black.

Table C
Children's Racial and Ethnic Data

		Center			
		Dolores	Fair	Glenfeliz	Westminster
Number preschool children		42	72	66	64
Number school-age children		88	75	63	62
Ethnicity:	% Am. Ind./Alas. Nat.	2.3	0.0	0.0	0.0
	% Black	44.6	0.7	3.9	40.5
	% Asian/Pac. Isle.	11.5	2.0	14.7	0.0
	% Hispanic	31.5	89.1	58.1	52.4
	% White	10.0	8.2	23.3	7.1

Note. These data are from the Racial and Ethnic Survey, Fall, 1982.

APPENDIX C

INSTRUMENTS

Worksheet for Program Review*

	Item Rating Scale			
	No Opportunity to Judge	No Evidence	Some Evidence	Abundant Evidence
I. OBSERVATION				
A. The Setting				
1. Each child has a place to put his/her belongings.				
2. A quiet clean area is available for a child who may need to nap or rest.				
3. Furniture and equipment (indoor and outdoor) are of appropriate sizes for children.				
4. Storage areas for materials and equipment are adequate and acessible to children.				
5. Materials and equipment are in good condition.				
6. Bulletin board displays are at the eye level of the children.				
7. There is ample display of children's work.				
8. There are writing examples visible to the children (manuscript for preschool, cursive for school-age).				
9. Learning center materials are set up prior to children entering classroom.				

*This worksheet was adapted from the California State Department of Education documents Preschool Program Review Resource Material and Preschool Program Review and the Division's Indicators of Quality Programs.

	Item Rating Scale			
	No Opportunity to Judge	No Evidence	Some Evidence	Abundant Evidence
10. A variety of materials and equipment are available: ___ housekeeping area ___ water play ___ sandbox ___ art materials ___ cooking utensils ___ musical instruments ___ equipment for large and small muscle development ___ carpentry tools ___ blocks ___ books ___ dress-up clothes ___ puppets ___ science equipment				
B. The Program				
1. Children generally appear happy, interested, and at ease.				
2. Conversation among children and adults is relaxed, friendly, and natural.				
3. There is a variety of planned activities that includes: ___ art ___ music ___ math ___ language ___ science ___ nutrition ___ health ___ safety ___ physical activities ___ drama ___ social studies				

	Item Rating Scale			
	No Opportunity to Judge	No Evidence	Some Evidence	Abundant Evidence
4. There is a variety of language development activities, such as sharing, songs, drama, stories, poems, role playing, etc.				
5. Activities are presented in a manner which promotes the use of a variety of senses: smelling, feeling, tasting, seeing, and hearing.				
6. The daily schedule incorporates:				
- a balance of active and quiet play				
- a balance of outdoor and indoor play				
- a balance of structured and free time				
- individual, small group, and large group activities				
7. There is opportunity for all children to participate in various activities.				
8. Children's work reflects individuality.				
9. Children help in preparation and clean-up of activities and meals.				
10. When the children's language is other than English, both the primary language and English are used freely.				
11. The planned activities support and enrich the primary language of the children.				

	Item Rating Scale			
	No Opportunity to Judge	No Evidence	Some Evidence	Abundant Evidence
12. Food is served in a comfortable atmosphere.				
13. Children are taught proper eating behavior both through verbal directions and adult modeling.				
14. Good health habits are modeled and encouraged.				
C. The Staff				
1. There is an attractive, well organized, efficient office area.				
2. The administrator spends time in the classrooms monitoring and assisting.				
3. Parents are greeted when they arrive.				
4. Aides, parents, and volunteers are involved in activities in an appropriate and valuable way.				
5. Materials and activities show evidence of planning.				
6. Staff members use appropriate motivation techniques.				
7. Children are guided by questioning.				
8. Staff members assist in the development of children's verbal skills by conversing with them, modeling, asking them questions, and providing opportunity and encouragement to speak.				

	Item Rating Scale			
	No Opportunity to Judge	No Evidence	Some Evidence	Abundant Evidence
9. Members of the staff actively listen to children.				
10. Standards, behaviors and attitudes are meaningfully modeled.				
11. Staff members help children resolve conflicts in a positive manner.				
12. Children receive support when hurt, sad, frustrated, or otherwise distressed.				
13. Members of the staff show warm, positive, attitudes toward parents, children and each other.				
14. Actions and voices show professional attitudes and relationships among staff and children.				
D. Parent Involvement				
1. Parents are seen in the center.				
2. Parents are involved in relevant, useful activities.				
3. There is current information for parents on a specified bulletin board.				
4. There is a task-box for parents in a specific place.				

	Item Rating Scale			
	No Opportunity to Judge	No Evidence	Some Evidence	Abundant Evidence
II. INTERVIEW*				
A. The Setting				
1. There is provision for program adjustment in inclement weather.(1)				
2. Interest areas are changed from time to time.(5)				
B. The Program				
1. Follow-up on problems discovered during the daily health inspection occurs regularly.(3)				
2. Weekly lesson plans are prepared and followed.(9)				
3. Individual needs and interests are identified and activities are provided to meet them.(8)				
4. Children are grouped for reasons related to their interests and needs, and groups are changed as the interests and needs change.(6)				
5. Multicultural awareness is developed through a variety of activities, such as: ____ music ____ games ____ dances ____ costumes ____ literature ____ art ____ visitors ____ field trips ____ foods (7)				

*Numbers in parentheses are the numbers of the interview questions in part III.

	Item Rating Scale			
	No Opportunity to Judge	No Evidence	Some Evidence	Abundant Evidence
C. The Staff				
1. Staff are available who speak the primary language of children whose primary language is not English.(2)				
2. Staff development is planned and implemented on the basis of identified group and individual needs related to program improvement.(15)				
3. Teachers and aides are aware of the planned activities and know their duties and responsibilities related to those activities.(10)				
4. Communications with parents are cordial, frequent, and in a language understandable to parents.(11)				
5. Periodically, information is shared with parents regarding each child's progress.(12)				
6. The children's center staff and elementary school teachers meet to discuss children's progress and to plan cooperatively.(14)				
7. Health and social services available in the community are made known to parents.(4)				
D. Parent Involvement				
1. Parents are given a meaningful and active role at the center.(13)				

III. INTERVIEW QUESTIONS*

S T A -A,1 1. Are there any changes in the program when it's raining outside?
If so what happens?

S T A -C,1 2. Do any children have a primary language other than English?
If so, how many?
What languages?
Are there any staff members who speak those languages?

S T A P-B,1 3. If a child comes to the center one day with some type of health problem would that problem be detected?
If so, how?
What action, if any, would be taken?

*The first set of characters before a question indicates the respondent -- S= Supervisor, T= teachers, A= aides, P= parents. The second set of characters refers to the relevant item number in Part II.

S T P -C,7 4. What types of health and social services are available in the community for children and their families?

S T A -A,2 5. Do the interest centers change or do they continue on a long term basis?
If they are changed, how often?

S T A P-B,4 6. Are the children grouped for different activities?
If so, how are these groups determined?
Do the groups change?
How often?

S T A P-B,5 7. Are there activities which help children learn about their own culture as well as the culture of others?
What kinds of activities?

S T A P-B,3 8. Are there procedures or methods for discovering the individual needs and interests of the children?
If so, how often is it done?
Are these needs and interests considered when planning activities?
In what way?

S T A -B,2 9. Are any kind of written lesson plans prepared?
If so, on what basis -- daily, weekly, monthly, etc.?
To what extent are these plans followed?

S T A -C,3 10. Who prepares the lesson plans?
If teachers alone, how are aides made aware of the planned activities and their responsibilities?

S T P -C,4 11. Is there any communication between center personnel and parents?
If so, please describe?
For what purpose?
In an understandable language?

S T P -C,5 12. Are parents given information about their child's progress or lack of progress?
How?
How often?
In an understandable language?

S T A P-D,1 13. What kind of things do parents/you do at the center?

_____ tutoring
_____ preparing materials
_____ setting up and cleaning up
_____ paperwork
_____ planning
_____ conferencing
_____ parent meetings

S T A -C,6 14. Is there any communication between center personnel and staff at the elementary school?
If so, please describe?
How often?

S T A -C,2 15. Is there any staff development for teachers and aides?
Please describe it.
How is the content determined?
Are sessions evaluated?
How often do the sessions occur?
Has staff development led to any changes in the program?

S T A P 16. What are some of the best things about this center?

S T A P 17. What are some of the things about this center that you would like to change?
In what ways can this center improve?

S T A P 18. I've asked you many questions. Are there any questions you would like to ask me?

IV. SUMMARY

	Component Quality Rating Scale				
	Poor Quality	Minimum Quality	Fair Quality	Good Quality	High Quality
A. The Setting					
B. The Program					
C. The Staff					
D. Parent Participation					

Program strengths:

Suggested areas for development:

Student Roster

Center _____ Date _____

Name	B/D	Age	Grade	Date Enrd.	Time in Center	Home Lang.	Family Income	Fees Paid
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								

TEACHER/AIDE QUESTIONNAIRE

Directions

Please:

1. DO NOT fold, staple, or mutilate the answer sheet and do not write on the back.

2. Use only a No. 2. pencil.

3. In the first square in the box labeled "LAST NAME" write the first letter of the name of your center and bubble in the appropriate circle below. DO NOT write your name on the answer sheet.

4. In the box labeled "PERIOD" bubble in the "1" if you are a teacher or "2" if you are an aide.

5. READ EACH ITEM CAREFULLY and decide the extent to which you agree or disagree with the statement.

6. Carefully bubble in the circle corresponding to your feeling about the statement using the following categories:

   A = Strongly disagree
   B = Disagree
   C = Undecided, uncertain (This response should be used as infrequently as possible.)
   D = Agree
   E = Strongly agree

7. When finished, make sure you have responded to all items and marked only one response per item. Also, make sure that there are no extra marks on the answer sheet.

8. Give your questionnaire and completed answer sheet to Mrs. Harris who will check off your name.

Thank you.

TEACHER/AIDE QUESTIONNAIRE

A = Strongly disagree
B = Disagree
C = Undecided, uncertain (This response should be used as infrequently as possible.)
D = Agree
E = Strongly agree

1. The duties and responsibilities of staff members are clearly communicated by the supervisor.
2. Children exhibit positive attitudes toward instruction.
3. A list of instructional objectives in language arts exists and is available to staff.
4. There is clear, strong, centralized instructional leadership from the supervisor.
5. Teachers and aides generally do not follow a written curriculum in the areas of language, social-emotional development, and health/nutrition when planning for instruction.
6. Almost all children are expected to master basic skills in the areas of language, social-emotional development, and health/nutrition.
7. The supervisor encourages and uses staff input in administrative and curricular matters.
8. Multiple evaluation methods are used to assess children's progress in language, social-emotional development, and health/nutrition (e.g., work samples, mastery checklists, observation, etc.).
9. Children's discipline is a problem.
10. Written instructional objectives in language arts are the focal point of language instructio
11. The supervisor is accessible to discuss matters dealing with instruction and children's progress.
12. Children's evaluation information is regularly used to plan appropriate instruction.
13. Children's behavior is generally positive.
14. Teachers and aides believe that they are responsible for all children mastering the basic skills in language, social-emotional development, and health/nutrition at each age level.
15. A list of instructional objectives in social-emotional development exists and is available t staff.
16. The supervisor makes few classroom observations each year.
17. Teachers and aides believe that all children in the center can master basic skills in language, social-emotional development, and health/nutrition as a direct result of the instructional program.
18. Teachers, parents, and the supervisor assume responsibility for discipline.
19. Re-teaching and remediation of specific skills in the areas of language, social-emotional development, and health/nutrition are not important parts of the teaching process.
20. The center building is neat, clean, and comfortable.
21. Written instructional objectives in health/nutrition are the focal point of health/nutrition instruction.
22. The supervisor closely monitors and coordinates instruction.
23. The staff believes that a child's home background is the primary factor that determines individual children's achievement.
24. Teachers and aides closely monitor children's activities in language, social-emotional development, and health/nutrition.
25. The supervisor is highly visible throughout the center.

A = Strongly disagree
B = Disagree
C = Undecided, uncertain (This response should be used as infrequently as possible.)
D = Agree
E = Strongly agree

26. A list of instructional objectives in health/nutrition exists and is available to staff.
27. A positive feeling exists throughout this center.
28. The supervisor seldom makes informal contacts with students and staff around the center.
29. Teachers and aides hold consistently high expectations for all children.
30. Teachers and aides provide children with specific feedback on their performance in language, social-emotional development, and health/nutrition activities.
31. The atmosphere is safe and orderly.
32. Written instructional objectives in social-emotional development are the focal point of instruction in social-emotional development.
33. The supervisor requires and regularly reviews lesson plans.
34. There are written curricula in the areas of language, social-emotional development, and health/nutrition.
35. There is insufficient building security.
36. The supervisor is an important instructional resource person.
37. The staff exhibits confidence, cheerfulness, and willingness to perform assigned tasks.
38. The supervisor frequently communicates to individual teachers and aides their responsibilit in relation to children's progress.
39. There are adequate safety procedures and regulations.
40. There is an effective center-wide record keeping system to facilitate teacher/aide awarenes of children's progress.
41. The supervisor is very active in securing sufficient supplies, instructional materials, and equipment.
42. The grounds and building are not well-maintained.
43. Teachers and aides follow written lesson plans for daily instructional activities.
44. The majority of the staff like the center and are proud to be a part of it.
45. Instructional issues are seldom the focus of staff meetings.
46. There is frequent and regular communication with parents regarding children's progress.
47. 95-100% of the children in the center can be expected to complete high school.
48. The supervisor emphasizes the meaning and use of children's evaluation data.
49. Children are not often provided with individualized instruction.
50. Most children like the center and are happy about being in the center.
51. There is ongoing, individualized evaluation of children's progress.
52. Low achieving children answer questions from teachers and aides as often as other children.
53. The supervisor, teachers, and aides work together to coordinate the instructional program within and between rooms.
54. This center has an effective instructional program in the areas of language, social-emotion development, and health/nutrition.
55. Most staff members have similar opinions about the educational goals of the center.

SUPERVISOR DEMOGRAPHIC QUESTIONNAIRE

Center:_____

How long have you been a Children's Center supervisor?_____

How long have you been supervisor at this center?_____

How long have you worked in LAUSD?_____

Education: (check highest obtained)

____High School Diploma
____Some college or university, no degree (If you check this, how many years of college do you have? _____)
____Associate of Arts Degree
____Bachelor's Degree
____Master's Degree
____Doctoral Degree

Are you currently going to school? ____yes ____no

If yes, what is your objective or goal?_____

_____

Please list any licenses, credentials, or permits that you hold in the field of education.

_____

_____

_____

_____

If you speak any languages other than English, please list them and rate your ability.

Language	Ability
_____	___Minimal ___Fair ___Good ___Excellent
_____	___Minimal ___Fair ___Good ___Excellent
_____	___Minimal ___Fair ___Good ___Excellent

TEACHER/AIDE DEMOGRAPHIC QUESTIONNAIRE

Center: _____

Your current position: (check one)

____ 8 hour teacher ____ 6 hour aide

____4 hour teacher ____ 3 hour aide

How long have you been working in this center? _____

How long have you been working in preschools or day care centers?_____

Education: (check highest obtained)

___High School Diploma

____Some college or university, no degree (If you check this, how many years of college do you have? _____)

____Associate of Arts Degree

____Bachelor's Degree

____Master's Degree

Are you currently going to school? ____yes ____no

If yes, what is your objective or goal?_____

_____

Please list any licenses, credentials, or permits that you hold in the field of education.

_____

_____

_____

_____

If you speak any languages other than English, please list them and rate your ability.

Language	Ability
_____	___Minimal ___Fair ___Good ___Excellent
_____	___Minimal ___Fair ___Good ___Excellent
_____	___Minimal ___Fair ___Good ___Excellent

Supervisor, Teacher Interview Form

basic skills	1.	What do you feel is the major purpose or function of the center? Why is the center here?
basic skills	2.	Is there a set of written, sequential instructional objectives in this center?
	3.	To what extent are these objectives used to guide instruction?
basic skills admin style	4.	Does the supervisor [Do you] recommend or require any particular instructional approach or supplementary methods/materials to be used?
assess	5.	What specific procedures (testing, teacher judgement, etc.) are used in the classroom to evaluate children's progress in the areas of language, social-emotional development, and health/nutrition?
	6.	How often are these procedures carried out?
	7.	Are these procedures adequate?
	8.	Where are the records kept? Are they accessible?
	9.	How is the information obtained from these procedures used?
admin style assess climate	10.	What coordination of instruction (planning, sharing, discussion of particular children, etc.) goes on between morning and afternoon teachers?
	11.	What coordination of instruction (planning, sharing, discussion of particular children, etc.) goes on between teachers in different rooms?
	12.	What coordination of instruction (planning, sharing, discussion of particular children, etc.) goes on between teachers in the center and teachers at the elementary school?
expectations	13.	What do you believe is the relationship between home background (socio-economic status, family composition, parents' education, etc.) and children's achievement?
expectations	14.	What percentage of children do you expect will master basic skills in the areas of language, social-emotional development, and health/nutrition?
expectations	15.	To what extent are teachers responsible for children's achievement in language, social-emotional development, and health/nutrition?

TEACHERS ONLY

basic skills admin style	16. How do you plan your classroom instruction in the areas of language, social-emotional development, and health/nutrition (daily, weekly; written, informal)?
basic skills admin style	17. How do you decide what to teach to your children?
	18. Is there a mandated curriculum in the areas of language, social-emotional development, and health/nutrition which must be followed?
assess basic skills expectations	19. On what basis are children grouped for instruction?
basic skills admin style	20. Are sufficient supplies of instructional materials available?
admin style	21. Does the supervisor monitor and/or direct instruction in this center?
	22. Is this supervision adequate, ongoing, effective?
climate admin style	23. Would you describe the teaching staff as dedicated? As enthusiastic?
	24. Would you describe the supervisor as dedicated? As enthusiastic?

SUPERVISOR ONLY

admin style	25. What are the three activities that you spend the most time doing? About how many hours per week do you spend on each?
admin style	26. What are the three activities that you spend the least time doing? About how many hours per week do you spend on each?
admin style	27. What organizational responsibilities do you delegate to staff?
admin style	28. To what extent do you supervise instruction? How?
climate	29. Would you describe the teaching staff as dedicated? As enthusiastic?

admin style 30. Are there any mechanisms for staff input in administrative decisions? In curricular matters?

admin style 31. Is there any in-service training or staff development? Describe.

32. Is is adequate, ongoing, effective?

climate admin style 33. How would you describe parental involvement in this center?

34. How would you describe parent-teacher/aide relationships? Do you think parents find teachers accessible? Responsive?

35. How would you describe the relationship between parents and the supervisor [yourself]? Do you think parents find the supervisor [you] accessible? Responsive?

36. How would you describe the relationship between teachers and the supervisor [yourself]? Do teachers find the supervisor [you] accessible? Responsive to their needs?

climate admin style 37. How would you describe the tone of the center with regard to discipline? Security? Maintenance? Staff morale? Why?

assess 38. Is children's progress reported to parents? How often is this information reported? In what way?

admin style climate 39. How is information about such things as policies, regulations, and procedures communicated in the center? (e.g., meetings, memos, informally) Is this method effective?

admin style climate 40. How are responsibilities and duties of the staff established?

41. What are the major strengths, the greatest assets of this center? What are its most commendable practices or characteristics?

42. What are the most pressing problems, issues facing this center? What practices, characteristics, aspects of the center are most in need of improvement?

43. How do you think these improvements could be made? How could these problems be actively confronted and dealt with?

44. Are there any other things that you would like to tell me about this center that I haven't asked about?

Aide Interview Form

climate	1. Do children here seem to enjoy the center? Why or why not?
basic skills	2. What do you feel is the major purpose or function of the center? Why is the center here?
basic skills	3. How do you feel about instruction in language, social-emotional development, and health/nutrition in this center.
climate admin. style	4. Do parents seem to be interested in the education of their children?
climate admin. style	5. Does the center attempt to encourage parental participation?
assess admin. style	6. Does the center inform parents regularly of their children's progress? How are parents informed?
climate admin. style	7. How would you describe the relationship between parents and the supervisor?
expectations climate	8. How would you describe the relationship between parents and teachers?
expectations climate	9. Do you feel teachers expect children to do well in the center?
expectations climate	10. Would you describe the teaching staff as dedicated? As enthusiastic?
expectations climate	11. Would you describe the supervisor as dedicated? As enthusiastic?
climate	12. Is the center a safe place? Is it well-maintained? How is discipline in the center?
	13. In your opinion, what are the center's most positive features; its greatest strengths?
	14. In your opinion, what aspects of the center are most in need of improvement?
	15. What do you think could be done to help the center improve in these areas?